

agreed to contribute funds proportionally to the Registrar's Scheduling Office so that additional staff could be hired. There are now four such personnel where before there were two, one of whom worked on the current schedule, and another who worked on the schedule for the coming semester. A search is underway for a Scheduling Office director, but it has proven difficult to find someone with both Banner and Resource 25 (the scheduling software) experience.

Vice President Linebaugh said that the evaluation of timebands is an ongoing process, and adjustments in these are being made where indicated. This is particularly important since classrooms were added at 1776 G Street; the area in which classrooms are held now ranges all the way from 18<sup>th</sup> Street to 23<sup>rd</sup> Street, and from E Street to K Street and schedules must allow time for transit between classes.

In terms of improving compliance with classroom scheduling procedures, Vice President Linebaugh said that progress has been made but there is still a long way to go. The Task Force recommended that each Dean appoint someone at the Assistant or Associate Dean level to coordinate scheduling with the central Scheduling Office. In Schools where this person has devoted significant resources to the task, such as in Columbian College, this measure has been very effective in reducing problems. Still, scheduling difficulties persist when a School schedules, for example, 53 of 79 courses on Tuesday and Thursday, only 26 on other days, and with only 5 of 234 courses assigned during the 8 a.m. timeband. Other measures for improving compliance include simplifying the instructions for compliance, and preparing department chairs for their scheduling responsibilities.

Vice President Linebaugh said he thought that preserving dedicated departmental space was a very big issue to the Task Force, and he added that he thought this was important. However, the University needs to be able to use that space, especially in the evenings and during other high demand timebands for graduate classes.

Another very important, if sensitive, issue is creating a mechanism for adjusting room assignments to enrollments; Vice President Linebaugh said he thought it crucial that the central Scheduling Office have the authority to adjust room assignments to match actual course enrollment without having to seek permission from every faculty member, department chair, and Dean for each adjustment made. Very often when one change is made, the result is a domino effect which makes several other adjustments necessary. The Scheduling Office takes into account the accommodation of special needs requests and pedagogical and technical needs when making such adjustments, but it is impractical to consult numerous individuals for each change that is necessary.

Another means of improving classroom scheduling is the development of hybrid courses where a class that has historically met two to three times a week in a classroom would now do so once a week, with other sessions held online. Information on these sorts of courses is posted at the Center for Instructional Design and Development website, and faculty who have developed these types of courses will showcase their work on November 14<sup>th</sup>. The hybrid courses are presently developed under the Curriculum Development Grant Program operated through the University's Office of Academic Planning and Assessment.

In conclusion, Vice President Linebaugh described Resource 25, within which new scheduling software resides. Loading of all of the classroom attributes for general purpose classrooms has been done, and this enabled the University to better match classroom space with pedagogical and enrollment needs without relying on preassignment, as was done before. Also, for the first time ever, the scheduling software features not only a production instance but a test instance which allows for experimentation without risking destruction of a partially complete schedule. The system will be updated in the near future to include a database on virtually every possible teaching space on the campus, from Marvin Center rooms to other facilities not normally used for classrooms. This is important not only for regular scheduling purposes but for situations in which the University would need to hold classes in alternate space.

President Trachtenberg said he thought that this survey might be expanded to explore where classes might be held in the event it was necessary to operate off campus. Registrar Amundson said that her Office has already developed a Continuity Plan which addresses issues of emergency classroom and office space.

Professor Griffith asked Vice President Linebaugh if there had been any success in identifying new classroom space. Vice President Linebaugh said he thought that the present inventory was sufficient for all of the Spring 2006 courses. Discussion followed between Vice President Linebaugh and Professors Griffith and Wirtz on difficulties encountered in setting enrollment caps and controlling course registration. It is difficult to set different course enrollment caps in Banner and Resource 25 because the caps are transactionally linked between the two systems. This is done to reduce the possibility of inadvertently over-subscribing courses. If changing this is a programming problem, Professor Griffith said it seemed to him that Scheduling has not had any real priority in terms of getting programming help in a timely fashion, which it would need to resolve this issue. Vice President Lehman said he thought that the issue was important, but very technical, and he suggested that this discussion be continued offline. There being no further questions of Vice President Linebaugh, the next agenda item was considered.

#### UPDATE ON THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Dean Mary H. Futrell of the Graduate School of Education and Human Development (GSEHD), presented a report on the School, which featured descriptive information and highlights of its operations. She described the vision and mission of the School and profiled the School's academic departments and degree programs, along with program locations and distance education offerings. She also gave a breakdown of the faculty ranks in the School along with a listing of Research Centers and Projects.

The GSEHD is ranked 24<sup>th</sup> among graduate schools of education nationwide by U.S. News & World Report, and first (for the second consecutive year) by the Academy of Human Resource Management in its Human Resource Development Program. In terms of internal recognition, the School received the highest score among all schools in several key areas on GW's 2005 Graduate Student Graduation Survey. Dean Futrell described the School's accreditation, external funding, and profiled faculty publication over the last 10



years. She also presented information on enrollment trends, the School's doctoral programs, and partnerships. Information on the School's leadership in its field and its impact on the teaching profession was outlined, and Dean Futrell noted the strong market for graduates of the School's programs, as well as the very low job attrition rate of GSEHD trained educators -- 11% after five years, which is 35% below the national average.

Dean Futrell concluded her report by describing trends in the Education and Human Services Fields, challenges faced by the School, and long-term priorities which include the establishment of two endowed professorships and additional fundraising, creating a model professional development partnership with the DC Public School System (expanding on its partnership with the School Without Walls), achieving a rank in the top 20 of its peers, and acquisition of additional facilities to further the mission of the School. (Dean Futrell's report is attached.)

Professor Wilmarth remarked that in the last few years he had reviewed the applications of several prospective law students who had been former teachers. Every one of them explained that the reason they left teaching was because the atmosphere in the classroom was so chaotic that they could not remain in the profession. He said he thought this was a nationwide crisis because really good people do not want to teach anymore.

Dean Futrell said she thought this was a very good point, and that is why the GSEHD puts so much emphasis on classroom management, discipline in the schools, and the involvement of parents in the educational process. GSEHD students are put into school environments very early in their programs so they get as much classroom experience as possible. The Hamilton Fish Institute for Schools and Communities also works with the GSEHD and local school districts to deal with classroom and discipline issues.

Professor Helgert inquired about faculty and facilities at the School's programs in Singapore and Hong Kong, and Dean Futrell described the GSEHD's use of shared space in those locations. Faculty go for several weeks to teach onsite, and remaining coursework is conducted via distance learning. Students then come to GW's Ashburn campus during the summer to complete their studies. Another program similar to this is being developed in Shanghai.

Professor Gupta inquired about faculty ranks and salaries. Dean Futrell said that while salaries have moved up to some degree, overall it looks as if they are, on average, at about the 60<sup>th</sup> AAUP percentile, or a bit lower, so there is still work to be done in this area. In terms of the numbers of contract versus tenured and tenure-track faculty, the School is out of compliance with the Faculty Code, but the School is working to rectify this.

Professor Griffith asked Dean Futrell to describe how the School came to be out of compliance with the Code. Dean Futrell said it has been that way for quite some time and that was true when she became Dean, although there has been some improvement. Vice President Lehman agreed with Dean Futrell about improvement in this area, noting that several years ago, non-tenure-accruing faculty comprised approximately 50% of the GSEHD faculty, as compared to approximately 43% now. All of this ultimately depends on the budgetary structure of the School. At the current time, the School's revenue generation and its expense budget are basically in balance, and so there is no margin contribution to the

University as a whole. So in effect, examining the overhead structure of the School, they are not actually covering their overhead costs. In addition, many of the School's programs depend on external funding through training grants, which could be terminated, changing the fiscal picture dramatically. In order to deal with this possibility, the prudent course is to retain the current structure vis a vis tenure lines.

Professor Mueller observed that the GSEHD has a large number of contract faculty who have been on contract for many years. These people are almost a permanent part of the faculty, and the University already has the expense of funding these positions. These lines might as well be converted into tenure-accruing lines, and new lines created to address the increase in demand for higher enrollments. As a footnote to Professor Mueller's comment, Dean Futrell said the School has been able to recruit some incredibly talented faculty members in recent years, but it is beginning to lose them now, not because they dislike working at GW, but because they can not afford to stay.

Professor Wirtz said he did not remember any provision in the Faculty Code which makes an exception to the required proportions of tenure-track and non-tenure-track faculty for each School, particularly an exception based on a School's reliance on training grants. Either an exception for the GSEHD needs to be made, or the School needs to be brought into compliance. He added that he was not as concerned about lack of compliance in this area by the School of Public Health and Health Services, as this was a new entity when the issue arose, and he understood there is a plan to bring that School into compliance. What is not acceptable is an ongoing violation of Faculty Code provisions.

President Trachtenberg explained to the Senate that there are universities whose large endowments stand behind and guarantee every tenure line. There are also universities like GW where tenure is functionally a commitment of the full faith and credit of the institution. The preservation of tenure at such institutions rests on its ability to honor the commitments it makes. To the extent that tenured professorships are endowed, there is a high level of comfort that the University will be able to sustain those tenured positions no matter what happens. To the extent an institution like GW has a School that derives a significant portion of its budget from a contingent revenue stream, such as training grants, prudence would incline those who are concerned about the maintenance of tenure and the ability of an institution to honor commitments it has made in this area to be cautious.

The President said that he shared Professor Wirtz's notion, and that if in fact the language in the Code is not appropriate to contemporary circumstance, it ought to be amended so that the institution could conform to the Code, as it should.

Dean Futrell observed that the projects in question have been in existence for some fifteen years, so these are not programs that are unstable or have a lot of turnover. Vice President Lehman reiterated his concerns about the financial structure of the School, and added that if the enrollment and revenue picture changes while the School maintains its current expense structure, that would change the entire situation.

Professor Griffith asked approximately what proportion of the expense budget was provided by contingent funding, and Dean Futrell responded that it was approximately 22-

25% overall for the School. Vice President Lehman said he thought this was accurate. Professor Mueller said he thought an important fact had been left out of the discussion, in that the department which depends most heavily on the training grants in question is in conformity with the Faculty Code. It is the School at large which is out of conformity, he added.

Discussion followed between Professors Mueller and Wirtz, Dean Futrell, Vice President Lehman, and President Trachtenberg. Professor Griffith gave some of the history of Faculty Code provisions concerning the number of tenured faculty in each school by saying he had been one of the people involved in negotiations with the University administration when it first started appointing non-tenure-track faculty in the 1970's. He said that President Elliott approached the Faculty Senate and expressed the view that the University was becoming over-tenured, and he felt a need to appoint non-tenure-accruing faculty. The Senate agreed with that proposal on the basis of the stipulation that the non-tenure-track group would not constitute more than 25% of the faculty of any School, and no more than 50% of the faculty of any department. Professor Griffith then said that if the administration feels the Code is not adequate in the current situation, language to make it adequate should be drafted and forwarded for the Senate's review, but the Faculty Code should not just be ignored.

Both President Trachtenberg and Vice President Lehman agreed upon the need to take another look at pertinent provisions of the Faculty Code in light of the Senate's discussion. Professor Robinson then thanked Dean Futrell for her Report and commended progress that has been made at the GSEHD.

#### REPORT ON FY 05-06 OPERATING AND CAPITAL BUDGETS

On behalf of the Fiscal Planning & Budgeting Committee (FP&B), Professor William B. Griffith, Chair, reported on the University's Operating and Capital Budgets for 2005-06 (excluding the Medical Center), a copy of which was made available to Senate members by the Budget Office prior to the meeting. Professor Griffith indicated that the second portion of his report on Operating Assumptions behind the FY '07 budget would be given separately and that report would be distributed just prior to his presentation on the subject as the information was not received in time to distribute it with the agenda for the Senate meeting.

Professor Griffith explained that the budget before the Senate had been updated from the version presented to the Board of Trustees in May, 2005, and information in the budget pertaining to additional monies for faculty raises, achieved by the reallocation of funds, was now included. Professor Griffith noted that the budget outlines funding initiatives in the capital budget which will enable the University to use Foggy Bottom space -- administrative, student, and academic -- more efficiently. While some of the initiatives are laudable, such as the idea of providing some faculty housing, Professor Griffith said he would like to point out that his impression of the overall budget is that the University is really very far extended now, in terms of the amount of space it has and in the number of faculty who actually teach, both of which have occurred in an environment where tuition is fixed and enrollments cannot grow further.

Professor Griffith commented briefly on the amount of the capital budget funded by debt; approximately 74% of the debt service is funded by specific revenue sources. In terms of enrollment, the projected growth is very small, and the University is really at its limit. While a 2.9% growth in enrollment is projected at the graduate level over the next three years, overall the growth will amount to only 1.9%. Professor Griffith asked Vice President Lehman about the total number of beds the University would be expected to provide in student housing next year; Vice President Lehman said the figure depends on enrollment, but he thought it would be close to 6,200, leaving the University about 180 beds short of the required number.

Professor Griffith then turned to the section of the budget detailing endowment budget support, and noted that not only has the value of the endowment fallen (although it is recovering somewhat), the payout from endowment funds authorized by the Board of Trustees has been cut to something like 4.8%. He then asked Associate Vice President for Budget Don Boselovic about the line item concerning endowment payout reinvested in the endowment, which the FP&B had overlooked in their review of the figures. Mr. Boselovic said this was done because the University could not expend funds from endowments which do not have a minimum balance, so these funds are reinvested.

Professor Griffith then directed the Senate's attention to the Debt Management Summary on page 34 of the Report, which gives a figure of approximately \$45 million in debt service for FY 05. Subtracting the proportion of the debt funded by specific revenue sources from this amount leaves the University with approximately \$11 million of the operating budget which will have to be devoted to debt service rather than other purposes.

Professor Griffith then invited questions. Professor Wilmarth again expressed his concerns about (1) the fact that the University's total debt was almost equal to its endowment, (2) the University's relatively low level of fundraising for an institution of its size, with only about \$12 million of gifts being generated each year, and (3) the large amount of variable rate debt that the University is carrying in an environment where interest rates are rising rapidly. Professor Griffith said he understood the Treasurer's Office is in the process of exchanging some of this variable rate debt for fixed rate debt, and he deferred to Mr. Boselovic for further information on the subject. Mr. Boselovic noted that a large portion of the increase in the University's debt was housing debt, and that another portion of the growth was attributable to the University leveraging a larger piece of the endowment. At the same time, the University anticipates that interest rate savings achieved by the use of conservative interest rate assumptions for variable rate debt (about \$11 million last fiscal year) will decrease this year.

Professor Biles asked if he understood correctly that there would be a shortfall at the end of the FY 06 budget. Professor Griffith said he understood there would be, and that discussions are in a preliminary stage on how to best deal with this development. Vice President Lehman added that the shortfall that has directly to do with enrollment amounts to approximately \$2.6 million. (The Report on the University's Operating and Capital Budgets for 2005-06 [excluding the Medical Center] is attached.)



## REPORT ON FY 07 BUDGET ASSUMPTIONS

Professor Griffith distributed a memorandum dated October 18, 2005, from Associate Vice President Boselovic to Deans and Vice Presidents concerning Preliminary FY '07 Budget Assumptions (the Memorandum is attached.)

Professor Griffith noted the projected \$6 million shortfall for FY 07, which does not include any increases in funding for Strategic Plan Initiatives. Strategies under consideration for closing this funding gap include budget reallocations, where each 1% reduction to the operating budget (excluding fixed costs for debt service, utilities, leased space, insurance, etc.) would yield \$3 million. A tuition increase in excess of 4% (an alternative which Professor Griffith said he thought was unlikely) could also help close the gap. [The memorandum also mentions review of contributions from off-campus and summer programs and residence halls, and an increase to the endowment payout rate to help fund an increase for the Advancement Office.]

The primary expense drivers for FY 07 outlined in the memorandum are increases in expenses for merit funding for salary increases; debt service; operating costs for Duques Hall; Utilities, Insurance and Other Occupancy Costs; and Advancement. It is possible that the Board of Trustees would consider increasing the current endowment payout rate of by 1/10<sup>th</sup> of a percentage point, which would cover the \$1 million increase in projected Advancement expenses.

Professor Griffith concluded by saying that he thought this was the earliest information the faculty has had on budget planning, and he offered the suggestion that a general meeting of the Vice Presidents, Deans, and representatives of the Faculty Senate be held to consider alternative ways of addressing the budget shortfall for FY '07. He added that this was not proposed by the FP&B Committee, but rather came out of a discussion he had with Professors Packer and Cordes [members of FP&B] who assisted him in preparing the budget information to be presented at the meeting.

Professor Biles said that he understood that FP&B would be giving a budget update at the January Senate meeting after enrollment projections are updated, along with revenue and expense projections. Discussion followed between Professors Griffith and Wilmarth about aspects of the budget situation.

## GENERAL BUSINESS

### I. NOMINEES FOR ELECTION TO SENATE STANDING COMMITTEES

Professor Robinson moved the nominations of the following faculty members to Senate Standing Committees: Appointment, Salary, and Promotion Policies: Eugene Abravanel; Educational Policy: Barbara von Barghahn. The nominations were approved.

### II. NOMINATION FOR APPOINTMENT BY THE PRESIDENT TO ADMINISTRATIVE COMMITTEES

Professor Robinson moved the nomination of Professor Harry E. Yeide to the Joint Committee of Faculty and Students. The nomination was approved.

III. REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

During the portion of her report concerning the work of the 4 x 4 Joint Task Force, Professor Robinson asked Vice President Lehman if local universities utilize a 4 x 4 curriculum. Vice President Lehman said that a Task Force subcommittee would be talking to Georgetown University. Several years ago Georgetown considered such a curriculum, but it is not clear what the outcome of these deliberations was. Professor Robinson asked if American University had considered a 4 x 4 curriculum at some point, and Vice President Lehman said they had actually converted, whereupon Professor Robinson asked if American had now reverted back to their previous system. Vice President Lehman said that they did not totally revert, but they have a very fixed system, and his understanding was that, because the faculty did not stay in compliance with what was expected, they now have a mix of the old and new systems.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Murli M. Gupta, Chair of the Committee on Appointment, Salary, and Promotion Policies, gave an Interim Report on the Committee's work. (The Report is attached.)

ADJOURNMENT

Upon motion made and seconded, the meeting was adjourned at 4:50 p.m.

*Elizabeth A. Amundson*  
Elizabeth A. Amundson  
Secretary

## A TRIBUTE IN MEMORY OF PHILIP ROBBINS

Philip Robbins, Professor Emeritus of Journalism, died of pancreatic cancer on Thursday, October 13, at his home in Elkton, Maryland. Phil dedicated his life to the practice of journalism and the principles of a free press and freedom of information. As a professor of journalism at GW for 25 years, he trained a generation of print, radio, and television journalists to report the news with accuracy, openness, and precision. Following his retirement from GW, he focused his efforts on the international stage. From 1995 through 1998, he was the ombudsman for the *Stars and Stripes*, the venerable newspaper read by the United States Armed Forces. He was also awarded a Knight International Press Fellowship with the International Center for Foreign Journalists (ICFJ). As a Knight Fellow, Phil traveled to emerging democracies to improve the standards of a free and open media. In this capacity, he traveled to Columbia and Nigeria, and trained dozens of visiting journalists from countries as varied as the former Soviet Bloc countries, China, Nepal, Peru and Ecuador.

Professor Robbins received his master's degree in journalism from Columbia University in 1955 and began his career that year as a reporter for the *Baltimore Evening Sun*. From 1962 to 1971, Robbins was the assistant city editor and then metro news editor at the *Washington Evening Star* in Washington, D.C.

In 1971, he accepted a position as Professor of Journalism at The George Washington University. He chaired the Journalism Department from 1973 through 1991, implementing a significant expansion in journalism studies, establishing and directing the degree program in Political Communication, and serving on the Dean's Council. He served on the Faculty Senate from 1987 to 1991, and as Faculty Co-Chair of the Joint Committee of Faculty and Students for four years. From 1991 to 1995, he was Director of Journalism Program of what was then the National Center for Communication Studies, and what is today the School of Media and Public Affairs.

In 1989, Robbins received the Distinguished Service Award from the Society of Professional Journalists. In 1992, he was nominated for the Trachtenberg Prize for Excellence in Teaching, and in 1993, he was awarded GW's highest service award, the George Washington Award. After his retirement in 1995, he was awarded the designation of Professor Emeritus.

In the last year, with the understanding that the disease would take his life, he and Pat, his wife of 49-years, traveled to Africa with a granddaughter. Having taken his other grandchildren on previous trips to Africa, he and Pat didn't want this last grandchild to feel left out. He did this in the midst of a grueling regimen of chemotherapy, an experience so severe most who endure it find it difficult to get out of bed, much less travel to Africa. When the growth of the cancer slowed for a short time this past summer, Phil and Pat celebrated by touring the temples of northern India. This is the sort of man he was. He never stopped exploring and learning. We will miss him.

Steven Livingston  
Interim Director of the School of Media and Public Affairs  
Associate Professor of Media & Public Affairs  
and International Affairs

Read into the record of The George Washington University Faculty Senate meeting held on November 11, 2005

**The George Washington University**  
**Senate Committee on Appointment, Salary, and Promotion Policies**  
**Interim Report to Faculty Senate**  
November 11, 2005

**ASPP committee has met three times this semester. Here are some of the issues we have considered so far:**

1. We considered the widely reported recent action taken by Princeton University to make tenure clock extension automatic when a tenure track faculty member becomes a new parent. We decided that there is already a process in place for extending the tenure clock (by request) and the current policy seems to work pretty well at GW. (The difference is that at Princeton it is an entitlement; while at GW, it's not. At GW, faculty member has to initiate the request.)
2. We have formed a new joint subcommittee of ASPP and PEAFF Committees to review the status, role, and treatment of non tenure-accruing, regular active-status faculty. Consensus was earlier reached in our committee that the language of appointment letters for such faculty should be very specific about the faculty member's responsibilities, and this is currently being done. Consensus was also reached that the criteria determining promotion from associate to full professor should be the same for all full-time faculty, whether tenure-accruing or not. The joint subcommittee has met once already and will attempt to draft a resolution that can be brought to the Senate later this year.
3. Faculty Salary Equity report: A biennial report analyzing the salaries of full-time, regular active-status faculty was recently completed and presented to ASPP Committee. This report has been forwarded to the Executive Committee for placement on the Agenda for December meeting of Senate.
4. We recently learned that Ohio State University allows part-time tenure (at the level of  $\geq 50\%$ ). This issue was brought to light by President Trachtenberg at the Faculty Assembly. We have formed a subcommittee to research this issue and come up with possible options for GW. This subcommittee has already had its first meeting.

Murli Gupta  
Chair, ASPP



## **REPORT OF THE EXECUTIVE COMMITTEE**

Lilien F. Robinson, Chair

November 11, 2005

### **ACTIONS OF THE EXECUTIVE COMMITTEE**

#### ***Board of Trustees Meeting***

At the October 20, 2005 meeting of the Academic Affairs Committee of the Board of Trustees I presented a report on behalf of the Faculty Senate. That report will be distributed with the Minutes of today's meeting.

#### ***Consultations with Chairs of the Committees of the Faculty Senate***

The Executive Committee has been in discussion with the Chairs of various Senate Committees with respect to matters in process, potential matters for consideration, and resolutions in preparation. The Committees include: Appointment, Salary, and Promotion Policies Committee, Professional Ethics and Academic Freedom Committee, Fiscal Planning and Budgeting Committee, Honors and Academic Convocations Committee, Educational Policy Committee, and Physical Facilities Committee.

#### ***4 x 4 Joint Task Force***

The Executive Committee has been receiving updates from Senate-appointed members of the Joint Task Force investigating the 4 X 4 curriculum. Our understanding is that members of the Task Force are in the process of visiting a number of institutions that have either adopted a 4 X 4 curriculum or have considered doing so.

### **PERSONNEL MATTERS**

#### ***Grievances***

There are two pending grievances, one in Columbian College and the other in the School of Business. The first is in mediation, while the second has been assigned a mediator. Professor Mary Cheh of the Law School has agreed to serve in that capacity.

### **OTHER MATTERS**

- Two resolutions from the Professional Ethics and Academic Freedom Committee are being planned for presentation at the December meeting of the Faculty Senate. They will address the Statement of Ethical Principles and the Conflict of Interest Disclosure Form

- The biennial Salary Equity Report will be presented by Professor Michael King and members of the Appointment, Salary, and Promotion Policies Committee at the December meeting.
- The biennial Report on Recruitment and Retention of Women Faculty and Faculty of Color is being scheduled for the March meeting.

### **NEXT MEETING OF THE EXECUTIVE COMMITTEE**

Please note that because of the Thanksgiving Holiday, the next meeting of the Executive Committee has been scheduled a week earlier. It will be held on Friday, November 18. Resolutions, reports, and any other matters should be submitted in advance of that date.



# **FACULTY SENATE REPORT TO THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES**

October 7, 2005

Since the May 19, 2005 meeting of the Academic Affairs Committee, the Faculty Senate has met once, on September 9, 2005.

## **ACTION ITEMS**

On June 9, 2005, on behalf of the Faculty Senate, the Executive Committee sent a letter to Chairman Manatt and President Trachtenberg, reiterating some of the Senate's concerns and recommendations, contained in its resolution on faculty and staff compensation increases and compensation policy, which was passed by unanimous vote on May 13, 2005.

The letter endorses the Board of Trustees decision to bring assistant professors to the AAUP 80<sup>th</sup> percentile as well as President Trachtenberg's stated goal of returning to the 12-month pay cycle. It reiterates the need for a parallel commitment to bring all schools up to at least the 60<sup>th</sup> percentile of the AAUP national average. It further requests the establishment of a systematic working relationship between the administration and the Faculty Senate's Fiscal Planning and Budgeting Committee.

The Resolution, Executive Committee letter, and the August 26, 2005 response of Chairman Manatt and President Trachtenberg are attached to this report.

## **PERSONNEL MATTERS**

### Grievances

One grievance in Columbian College is in mediation.

### Nonconcurrences

One administration nonconcurrency with the faculty's negative recommendation on tenure was forwarded to the Academic Affairs Committee. The latter sustained the nonconcurrency, thus approving tenure despite the recommendation of the faculty.

## **REPORTS TO THE FACULTY SENATE**

The Faculty Senate received an update from Vice President Lehman on the funding of classroom renovations in the past and future and a report by Vice President Katz on campus construction and renovation.

## **OTHER MATTERS**

### Sexual Harassment Policy

The University General Counsel's office, in consultation with the Faculty Senate, is completing its review of the Sexual Harassment Policy, which was approved by the Senate at its May meeting.

Biennial Salary Equity Review

The biennial salary equity review has been completed. The report will be presented to the Committee on Appointment, Salary, and Promotion Policies and then to the Faculty Senate.

**MATTERS UNDER CONSIDERATION BY FACULTY SENATE COMMITTEES**

On-line Course Evaluations

- Review by the Educational Policies Committee of an on-line course evaluation pilot program. The program was established in accordance with a resolution presented by the Joint Committee of Faculty and Students and passed by the Faculty Senate

Recruitment of Minority and Women Faculty

- Preparation of report on recruitment of minority and women faculty by the Faculty Development and Support Committee

Budget Reports

- Preparation by Fiscal Planning and Budgeting Committee of reports on FY'05 operating and five-year capital budgets, budget model, and budget decision-making process

Gelman Library

- Review and comparison of the Gelman Library budget and cost structure with those of comparable university research libraries by the Committee on Libraries

Code of Academic Integrity

- Review and revision of the Code of Academic Integrity by the Joint Committee of Faculty and Students

Respectfully Submitted,

Lilien F. Robinson  
Chair, Executive Committee  
Faculty Senate



Minutes as amended at the Senate meeting held on December 9, 2005

THE GEORGE WASHINGTON UNIVERSITY  
Washington, DC

MINUTES OF THE REGULAR MEETING  
OF THE FACULTY SENATE HELD ON  
NOVEMBER 11, 2005 IN THE ALUMNI HOUSE

Members Present: President Trachtenberg, Executive Vice President for Academic Affairs Lehman, Registrar Amundson and Parliamentarian Johnson; Deans Futrell and Phillips; Professors Artz, Biles, Briscoe, Delaney, Friedenthal, Gallo, Griffith, Gupta, Helgert, Kim-Renaud, Marotta, Mueller, Robinson, Rycroft, Shen, Wilmarth, Wirtz, and Zea

Members Absent: Deans Brown, Frawley, Katz, Lawrence, Scott, Tong, and Whitaker; Professors Castleberry, Cordes, Englander, Garriss, Miller, Pagel, Robin, Simon, and Vergara

CALL TO ORDER

The meeting was called to order by Executive Vice President for Academic Affairs Lehman at 2:25 p.m.

IN MEMORIAM

Professor Lilien F. Robinson read a Tribute in Memory of Philip Robbins, Professor Emeritus of Journalism. (The Tribute is attached.)

APPROVAL OF THE MINUTES

The minutes of the regular meeting of September 9, 2005 were approved as distributed

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

UPDATE ON CLASS SCHEDULING AND THE AVAILABILITY OF CLASSROOMS

Associate Vice President for Academic Planning and Development Craig W. Linebaugh began by describing the goals of the scheduling system, which are to place courses in classrooms of an appropriate size which will meet student demand and also accommodate the pedagogical needs and desires of faculty.

One of the major factors related to pedagogical issues is an increase in the faculty's use of instructional technology. The University is expected to have 88 classrooms with resident technology in them once renovations in Monroe Hall and the Hall of Government

are complete. There is also an extensive pool of portable technology available for classroom use.

Vice President Linebaugh observed that a scheduling system does not exist that will meet the desires and personal requirements of absolutely everyone, students or faculty, no matter how extensive scheduling software becomes, or how diligent the personnel implementing it are, unless there is an infinite supply of classrooms, and people and money to support them.

Relative to priorities for scheduling classes, at the top of the list is accessibility so that special requirements, including health-related issues, of faculty and students can be met. A second priority is related to the number of students who are affected by a classroom assignment. In a situation where the options are placing a 150 student class or a 25 student class in a particular room, scheduling would opt to assign the larger class to the space because the scheduling decision affects more students. The Scheduling Office also takes into account whether or not classes are senior level classes that students must take to meet degree requirements.

Vice President Linebaugh then outlined the three primary drivers within the scheduling system, which include enrollment cap and historical enrollment, pedagogical factors, and classroom location. He then reviewed recommendations contained in the Report of the University Task Force on Class Scheduling and the Availability of Classrooms, which was distributed with the agenda for the meeting.

At this point, of 3,351 courses in the spring '06 schedule (excluding the Law School and the Medical Center), it appears that only 28 courses do not yet have classroom assignments. Vice President Linebaugh said he thought that this gap is completely manageable, as compared to the situation in previous years where many more courses were unassigned. It has not, therefore, been necessary to request additional space from any of the Schools. Of the 28 unassigned courses, 15 of these are in Columbian College of Arts & Sciences (CCAS), and the rest are distributed fairly evenly among the other Schools. In terms of timeband utilization, 17 of the unassigned classes have start times at 12:45 p.m., and between 3 and 4 p.m. The other 6 are scheduled to begin at 5:10 p.m. So there are particular timebands that are problematic.

With respect to the recent implementation of centralized scheduling, the importance of the early phase of the scheduling process has become quite clear, as there have been huge improvements just in the past six months. It was not uncommon after the first scheduling run under the old system for over 300 courses to be unassigned to classroom space. That number has now been reduced in the early phase by 51%, and this represents a significant change in the number of adjustments that have to be made to the classroom schedule. With that said, the number of department-initiated changes to the schedule remains huge and there are a large number of changes coming in well after printed schedules are issued. As this has led to confusion, the University is trying to replace the printed schedule with a more accurate and more up-to-date web page schedule.

In line with recommendations of the Task Force to centralize scheduling, Deans of Schools other than the Law School, Medical School, and Public Health and Health Services,

# Graduate School of Education and Human Development

Report to the Faculty  
November 17, 2005

Mary Hatwood Futrell  
Dean



*1904-2005*

11/16/2005

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## Areas of Discussion

- Descriptive Information
- Highlights
- Trends, Challenges and  
Priorities



11/16/2005

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## Vision

*The Graduate School of Education and Human Development will be...*

recognized nationally and internationally as a premier school of graduate studies for education, organization, and human development professionals. Our ultimate goal must be to advance the intellectual, ethical, moral, and practical aspects of the human condition by upholding, challenging, enriching, and dignifying the professions of teaching and human services.

11/16/2005

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## Mission

*The Graduate School of Education and Human Development is committed to providing the highest quality educational services to its students.*

We develop innovative research programs, contribute in diverse ways to local communities and the nation, and actively participate in the international community of scholarship.

Our unique location in the nation's capital, which is a vibrant, multicultural and multinational center, offers a broad range of resources and opportunities to our diverse students and faculty.

We believe that continuous self-examination and improvement are fundamental to the education and human development professions.

11/16/2005

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## Academic Departments

- Educational Leadership
- Counseling/Human and Organizational Studies
- Teacher Preparation and Special Education



## Degrees Offered

- Certificate
- Master of Arts in Education and Human Development (M.A.)
- Master of Education (M.Ed.)
- Master of Arts in Teaching (M.A.T.)
- Education Specialist (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.) (*in conjunction with CCAS*)

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## Program Locations

- Washington, DC
- Arlington, VA
- Alexandria, VA
- Hampton Roads, VA
- Loudoun County, VA
- Richmond, VA
- Singapore
- Hong Kong

## Distance Education

- Educational Technology Leadership (Master's)
- Rehabilitation Counseling (Master's)
- Embanet Educational Administration (Master's)
- Special Education and Brain Injury (Certificate)



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## Faculty: *Regular faculty on staff as of fall 2005*

Professors	38%
Associate Professors	24%
Assistant Professors	38%

Female	53%
Male	47%
Caucasian	82%
Asian	10%
African American	4%
Hispanic	4%



Total FT Faculty	77
Tenure Track	44
Contract	33

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## Research Centers and Projects

### **Institute for Education Studies (IES) Research Centers**

The Center for Curriculum, Standards and Technology  
 The Center for Education and Human Services in Acquired Brain Injury  
 The Center for Equity and Excellence in Education  
 The Center for the Study of Language and Education  
 The Hamilton Fish Institute on School and Community Violence

### **Other GSEHD Research Centers and Projects**

The Center for Educational Leadership and Transformation  
 The Center for the Study of Learning  
 The HEATH Resource Center  
 The National Capital Language Resource Center  
 The Rehabilitation Capacity Building Project  
 Regional Rehabilitation Continuing Education Program  
 Scaling Up Curriculum for Achievement, Learning and Equity Project



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# Highlights

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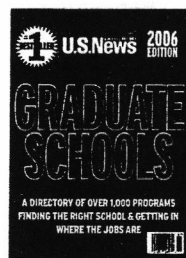
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## External Recognition

### U.S. News & World Report Rankings

24<sup>th</sup> among graduate schools of education

- \* Out of 270+ schools of education nationwide
- \* One of two GW schools to be consistently ranked
- \* Ranked in the top 35 for the last ten years
- > 10<sup>th</sup> among private graduate schools of education
- > 4<sup>th</sup> among private, accredited graduate schools of education
- > 4<sup>th</sup> in funded research among private graduate schools of education
- > Rehabilitation Counseling program ranked 5<sup>th</sup>



### Academy of Human Resource Management

#1 – Human Resource Development Program (two consecutive years)

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## Internal Recognition

On GW's 2005 Graduate Student Graduation Survey, GSEHD received the highest score among all schools in the areas of:

- Academic standards
- The quality of the academic experience
- The quality of classroom instruction
- Feedback is given in a timely fashion
- Feedback is given on academic progress is sufficient
- Advising received during the first year in program
- Advising about program requirements



\* GSEHD graduates had the highest survey response rate among all GW schools.

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## Accreditation

- National Council for the Accreditation of Teacher Education (NCATE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Rehabilitation Education (CORE)
- State Education Agency-Board of Education of the District of Columbia

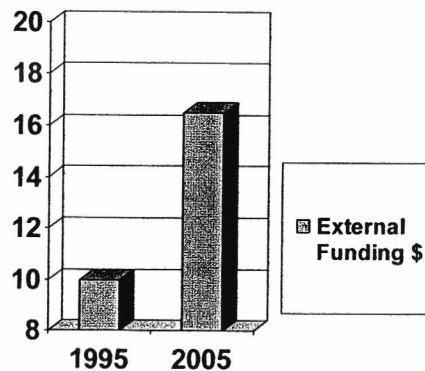


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## External Funding

- Steadily increasing
  - \$10 million in 1995
  - \$16.5 million in 2005
- One of the highest earners of non-medical external funding among all of GW's schools



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## Faculty Scholarly Publications and Presentations

	AY 1994	AY 2004
Conference presentations	88	190
Books and book chapters or monographs	38	74
Peer-reviewed journal articles	25	48



*GSEHD currently has 77 regular on staff faculty members.*

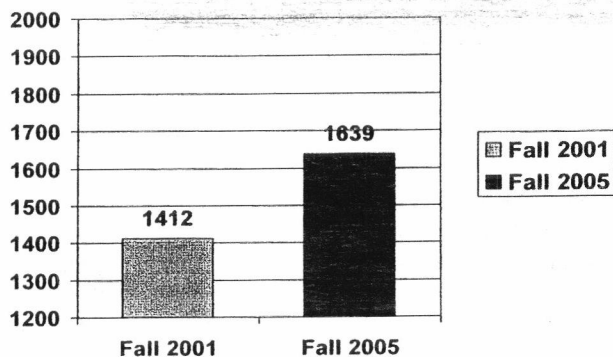
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## Enrollment Trends

*as of fall 2005 census*

Total fall 2005 enrollment is almost 17% higher than total fall 2001 enrollment.

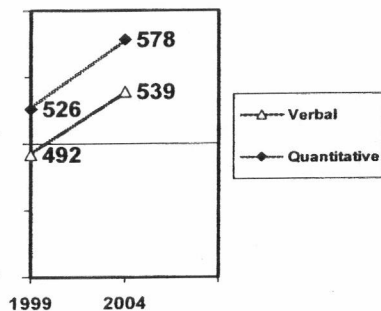


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## Doctoral Programs

- GRE scores rose 10% between 1999 and 2004.
- Hiring new research methods faculty and redesigning the research methods course sequence.
- Reducing time to doctoral degree.
- Limiting size of off-campus cohorts.
- Number of new doctoral students reduced by 25% in the last year.
- Increasing presence of students in peer-reviewed publications. (Ten students presented at 2005 AERA Annual Meeting).



Average raw GRE scores

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## Partnerships: *it takes an entire village*

- Schools within GW (CCAS, SMHS, ESIA)
- Private Corporations (Coca-Cola)
- Universities (Georgetown, SUNY, Ohio State)
- Organizations and Foundations (Pew Charitable Trusts)
- Schools and school districts (School Without Walls)
- International NGO's (World Bank, US AID)
- State, local and federal governments (District of Columbia, Fairfax, VA, Montgomery County, MD)



*(See Appendices A-D for a complete list of partners.)*

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## Leadership

- National Board for Professional Teaching Standards (NBPTS) – GSEHD is a national leader in supporting teachers seeking board-certification
- Chi Sigma Iota – counseling fraternity has been recognized at the national level
- Capital Educators – part of the national Holmes Partnership, a regional professional development partnership of school districts, teachers' organizations and GW.
- National Commission on Teaching and America's Future (NCTAF) – a partnership among CCAS, area school districts and GSEHD.



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### **Leadership: *continued***

#### **Institutes, Symposia, Conferences and Summer Programs**

- New Directions
- Educational Symposium for Research and Innovation
- Conference on Human and Organizational Studies
- Federal Policy Institute
- Holmes Summer Leadership Institute
- TESOL Academy, hosted by GSEHD in 2005
- Winter Counseling Conference, in conjunction with the DC Counselors Association
- NCLRC Summer Language Institute
- Upward Bound



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### **Impact on the teaching and human services professions**

- GSEHD has supported over 300 National Board-certified teachers in the DC-metro area since 1993.
- Gregory Hansen Lecture Series has provided professional development training in the area of substance abuse prevention for over 600 counselors and counselor educators in the last four years.
- GSEHD is improving literacy instruction in DCPS through a \$10.5 million initiative, the Literacy Collaborative.
- Graduates from our teacher preparation and special education programs have a 100% employment rate and a job attrition rate of 11% after five years, 35 points below the national average.



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## Strong market for GSEHD graduates

- DC-metro area has over 60,000 teacher, administrator and counselor positions in some of the largest and fastest growing school districts in the country.
- The need for school administrators will increase by 10 to 20 percent in the next five years.
- Our graduates also find positions in government, professional organizations, museums, private corporations, universities and non-profit organizations.
- Graduates have proven marketability and are rated highly by area employers.



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## International Projects

- Human Resource Development degree programs in Singapore and Hong Kong and plans to launch a Shanghai program.
- Professional development projects for educators in the Middle East and Africa, funded by the U.S. Department of State and U.S. AID.
- South Asian Teacher Training Project provides advanced instructional skills to English teachers in India and Pakistan, partnership with the Fulbright Commission.

SINGAPORE  
INSTITUTE OF  
MANAGEMENT



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# **Trends, Challenges and Priorities**

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## **Trends in the Education and Human Services Fields**

- Increased globalization in the education and human services professions
- A greater emphasis on technology and distance learning
- Evidence-based research
- The national accountability movement



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## Challenges

- Communicating our focus and refining our niche.
- Attracting and retaining superior faculty by assuring more equitable compensation packages and better infrastructure support.
- Enhancing institutional aid to continue to attract exceptional students.
- Continuing and expanding the success of our research initiatives.
- Continuing to enhance the quality of our academic programs.



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## Long-term Priorities: 1904 → 2005 → 2050

- Increase our ranking to within the top 20.
- Establish two endowed professorships and obtain additional funds to increase merit-based tuition support and assistantships.
- Create a model professional development partnership with DCPS; expand on our partnership with the School Without Walls.
- Acquire a state of the art facility to house programs of excellence, including:
  - A reading and literacy lab
  - Adequate space for Community Counseling Services Center
  - Technology lab with the capacity to enhance virtual learning programs at all levels of education (P-20) both in the U.S. and abroad



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**Thank you.**

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## **Appendix A: Partnerships**

### **Organizations, Foundations, and Associations**

Council for Advancement and Support of Education  
(CASE)  
National Board for Professional Teaching Standards  
(NBPTS)  
The Holmes Partnership (Capital Educators)  
DC Counselors Association  
Montgomery County Education Association  
Lumina Foundation  
Health Services for Children (HSC) Foundation  
American Association of Colleges for Teacher Education  
The Kennedy Center  
National Institute for Literacy  
American Association of Medical Colleges  
National Council of La Raza  
Leadership Foundation for Higher Education  
The Jason Foundation  
Pew Charitable Trusts

### **Private Corporations**

Coca-Cola  
Embanet Knowledge Group  
State Farm Insurance  
Community Preservation and Development  
Corporation  
Aequus Technologies  
In2Books, Inc.  
Hong Kong Training and Education Group  
Singapore Institute of Management  
Take Aim Media, Inc.

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## Appendix B: Partnerships continued

### Federal

U.S. Department of Education  
U.S. Department of State  
U.S. Department of Justice  
U.S. Department of Health and Human  
Services  
U.S. Veteran's Administration  
National Center for Education Statistics  
National Science Foundation  
National Park Service

### State

District of Columbia  
The State Education Office of the  
District of Columbia  
Hawaii State Department  
State of Wisconsin

### Non-Governmental Organizations

The World Bank  
U.S. Agency for International  
Development (U.S.AID)

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## Appendix C: Partnerships continued

### School Districts

District of Columbia Public Schools  
Montgomery County Public Schools  
Anne Arundel County Public Schools  
Arlington County Public Schools  
Fairfax County Public Schools  
Alexandria City Public Schools  
Prince George's County Public Schools  
Nafall City Public Schools, Norfolk, VA

### Private Schools

Kingsbury Center  
Foundation Schools  
Pathway Schools  
Guild Schools  
Rock Creek Academy Schools  
Children's Guild Schools

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## **Appendix D: Partnerships continued**

### **GW Schools**

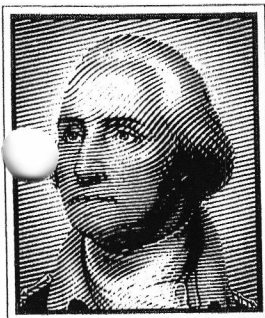
Columbian College of Arts & Sciences  
School of Medicine and Health Sciences  
Elliott School of International Affairs  
School of Engineering and Applied  
Science

### **Other Universities**

Georgetown University  
Ohio State University Research  
Foundation  
Drexel University College of  
Medicine  
Research Foundation of SUNY  
University of Central Florida  
University of Oregon  
University of California, Santa Cruz

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THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON DC

Oct. 7, 2005

TO: Members of the Faculty Senate

FM: W. B. Griffith, Chair  
Fiscal Planning & Budgeting Committee

**RE: 2005-06 Operating and Capital Budget**

With this memo I am forwarding a copy of the Budget Office's recent updating of the *FY 06 Five-Year Operating and Capital Budgets* that was distributed to the Board of Trustees at its meeting in May 2005. In what follows I briefly explain why.

As you are aware, EVP and Treasurer Katz promised the Faculty Senate last May that the University would embark this year on a more extended and transparent budgeting process, providing to a wider group budget planning-documents earlier in the academic year, and including preliminary figures for the next three budget years. Mr. Katz also agreed to the Senate's request to work through the Fiscal Planning & Budgeting (FP&B) Committee of the Senate to keep the Faculty Senate advised as budget plans and decisions are developed. The Budget Office has already presented a proposed calendar for this process of distributing its budget projections and collecting information from the schools such as enrollment estimates, etc., which will involve roughly monthly steps.

In the light of the new responsibilities this imposes on the FP&B Committee, the Committee decided at its September 16 meeting to forego its usual presentation to the Senate of a report on the current fiscal year budgets, to concentrate on responding to the budget plans and data coming to us on future budget years. But since it is quite important for members of the Senate to have a base-line of information against which to judge new budget planning, we concluded the best alternative was to simply provide you the current FY budget and answer questions about it at the next Senate meeting. In view of the cancellation of the Senate's October meeting, we asked the assistance of the Budget Office in sending this *Report* out by campus mail so that you would have it in hand and be ready still to ask questions at the November meeting. We thank AVP for Budget Don Boselovic for his cooperation with our request.

If you have any questions about this, feel free to call me at 4-8684 or email me at [wbg@gwu.edu](mailto:wbg@gwu.edu). Thanks in advance for your attention to this document.

OFFICE OF THE  
EXECUTIVE  
VICE PRESIDENT

2121 I STREET, NW  
WASHINGTON, DC 20052

202-994-6600  
FAX 202-994-9304

# THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON DC

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Operating and Capital Budget

2005-2006

(Excluding Medical Center)

This document differs from the proposed budget document presented to the Board of Trustees at the May meeting in the following respects:

- ❖ The document incorporates the decision to provide supplemental funding to move Full Professors and Assistant Professors toward the 80<sup>th</sup> percentile of AAUP salary standings. This initiative is referenced in the discussion of funding initiatives (see pages 3 through 8). Because this initiative will be funded by reallocating currently budgeted funds, no change has been made to the operating budget on page 23.
- ❖ All references to the “proposed budget” have been deleted. The budget presentations on pages 23 through 26 reflect the approved operating and capital budgets for FY 06.

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# THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON DC

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## FY 06 Operating and Capital Budget

(Excluding Medical Center)



# Enrollment

---

Overall enrollment will remain relatively flat next year and will grow less than 2 percent through FY 2009.

Current enrollment on the Foggy Bottom Campus is at an appropriate level. Any enrollment growth beyond what is reflected in current projections will only be realized through:

- ❖ Better use of Foggy Bottom facilities during the summer
- ❖ Increases to off campus and distance education programs
- ❖ Expansion of study abroad opportunities
- ❖ Rethinking how we deliver our core programs (i.e., 4x4 program)

# The Challenge

---

To sustain current enrollment levels and continue to improve our competitive position relative to peer institutions, we must continue to improve the quality of the programs, facilities and services we provide to our students.

The operating and capital budgets reflect additional funding to address this challenge:

- ❖ The operating budget includes over \$32 million in new funding
- ❖ The capital budget includes \$178 million:
  - \$69 million for ongoing projects
  - \$109 million for projects and additions to projects included in prior capital budgets

## Funding Initiatives

### Operating Budget

---

As a result of the increase in net tuition revenue and other revenue increases and reallocations, the operating budget includes \$32.4 million in new funding initiatives:

- ❖ **Academic Programs (\$12.2 million)** – Continued investments in the Strategic Plan and other academic programs and support services.
- ❖ **Student Life (\$3.1 million)** – Increases to the operating budgets of the Marvin Center, Health & Wellness Center and student residence halls, as well as funding for the renewal of student residence halls.
- ❖ **Technology (\$1.4 million)** – Operating expense increases as well as additional investments in administrative systems.
- ❖ **Research Infrastructure (\$1.5 million)** – Additional funding for administrative support for research at the core office and departmental levels, including funding for the newly established Chief Research Officer function.



## Funding Initiatives

### Operating Budget

---

- ❖ **Compliance, Safety & Security (\$1.2 million)** – Improving business continuity and initiatives addressing increasing regulatory requirements.
- ❖ **Financial Management (\$500,000)** – Improving financial management in academic and administrative units.
- ❖ **Facilities (\$4.4 million)** – Continued investments in academic and administrative facilities.

## Funding Initiatives Operating Budget

---

This budget includes:

- ❖ \$6.9 million for 6% merit increase for faculty and staff effective January 1, 2006.
- ❖ \$750,000 in supplemental funds moving Full Professors and Assistant Professors toward the 80<sup>th</sup> percentile of AAUP Salary Standings.

The most recent merit increase was July 1, 2004. Going forward, the goal is for annual merit increases in January.

## Funding Initiatives

### Operating Budget

---

Additional funding is required to recruit and retain faculty and staff.

#### Faculty

- ❖ Goal is to be at 80th percentile of AAUP Salary Standings. Current status:

Full Professors	76.2%
Associate Professors	83.2%
Assistant Professors	69.1%

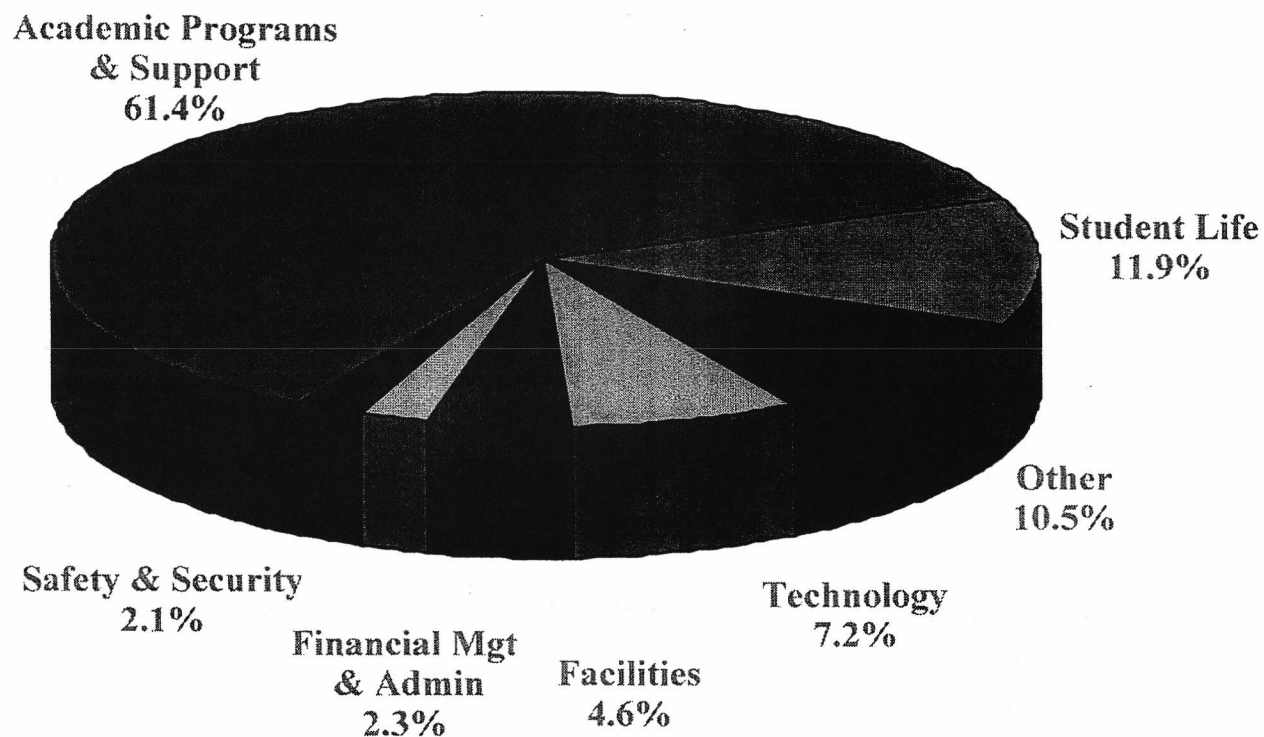
#### Staff

- ❖ The results of a Towers Perrin survey involving the University and 30 peer institutions indicate that the salaries of academic and administrative managers are generally below the 50<sup>th</sup> percentile of comparable institutions.
- ❖ The University is experiencing increasing competition in this region in attracting and retaining qualified individuals across all levels of administrative staff.

# Funding Initiatives

## Operating Budget

Total Funding Initiatives by Function  
(\$32.4million)



# Funding Initiatives

## Capital Budget

---

The capital budget reflects two themes:

- ❖ Using Foggy Bottom Campus facilities more efficiently in the support of our core education and research missions.
- ❖ Continuing to improve the quality of:
  - Academic Space (classrooms, labs and faculty offices)
  - Student Space (housing and student life)

# **Funding Initiatives**

## **Capital Budget**

---

### **Using Foggy Bottom Space More Efficiently**

The capital budget includes funding for relocating administrative staff to the Virginia Campus, thereby freeing up space on the Foggy Bottom Campus for other purposes.

As the housing projects included in the capital budget come on-line, we should reconsider reprogramming existing housing space (Aston and HOVA) for other purposes (i.e., faculty and staff housing, professional student housing).



# Funding Initiatives

## Capital Budget

---

### Improving the Quality of Academic Space

The budget includes nearly \$61 million in funding for academic facilities. This represents 34 percent of the budget.

This figure includes \$20.5 million for new projects and \$11 million in additional funding for the Monroe/Hall of Government project.

# Funding Initiatives

## Capital Budget

---

### Improving the Quality of Academic Space

#### New Projects

- ❖ \$17.5 million for new academic space on the Mount Vernon Campus. This figure is part of a \$75 million project to construct a new structure on the current site of Pelham Hall.
- ❖ An additional \$11 million for the renovation of Monroe and Government Halls. The additional funds are needed to completely renovate this space for use by Columbian College.
- ❖ \$3 million to renovate space in Lisner Hall for the Law School.

# Funding Initiatives

## Capital Budget

### Improving the Quality of Academic Space

Project	School/Department	Total FY 06 - FY 09
<b>Revised:</b>		
Pelham Hall (academic portion)	TBD	17,500
Monroe/Government Halls	Columbian College	15,700
Lisner	Law School	3,000
<b>Total Revised</b>		<b>36,200</b>
<b>Ongoing:</b>		
Duques Hall	School of Business	17,081
Sprinkler Installation	Gelman Library	943
Burns, Stockton, Bldgs E & H	Law School	833
Columbian Relocations	Columbian College	475
Virginia Campus Building 2	Various	50
<b>Total Ongoing</b>		<b>19,382</b>
<b>Repair, Renovation &amp; Renewal</b>	Various	4,983
<b>Total Funding for Academic Space</b>		<b>60,565</b>

# Funding Initiatives

## Capital Budget

---

### Improving the Quality of Student Space

The budget includes \$107 million in funding for housing and recreation/student life space. This represents 60 percent of the budget.

This figure includes \$54.8 million for new projects.

The new projects, along with the Square 103 project already underway, will add 1,300 beds to the student housing inventory.

Based on current enrollment estimates, we will have the capacity to house 88 percent of full-time undergraduates by FY 09. This figure assumes the Aston is reprogrammed for other use. If HOVA is also reprogrammed, capacity would be 83 percent.

# Funding Initiatives

## Capital Budget

---

### Improving the Quality of Student Space

#### New Projects – Housing

- ❖ \$40 million for a 513-bed residence hall on the current site of Pelham Hall on the Mount Vernon Campus. The project is expected to be ready for occupancy in FY 09.
- ❖ \$6.3 million for a 60-bed addition to Lafayette Hall. The project also includes funding for improvements to elevators and other infrastructure. The project is expected to be ready for occupancy in FY 09.
- ❖ \$4.5 million for repairs to the exterior façade of Thurston Hall. The repairs are expected to be completed in FY 09.
- ❖ \$3.6 million to reconfigure space in 20 existing residence halls to add 330 beds to the student housing inventory. Approximately 250 beds will be ready in FY 07, with the remaining beds available in FY 08.

# Funding Initiatives

## Capital Budget

---

### Improving the Quality of Student Space

#### New Projects – Recreation/Student Life

- ❖ \$17.5 million for new student life space on the Mount Vernon Campus. This figure is part of a \$75 million project to construct a new structure on the current site of Pelham Hall.



# Funding Initiatives

## Capital Budget

### Improving the Quality of Student Space

Project	Total FY 06 - FY 09
<b>Housing:</b>	
<b>New:</b>	
Pelham Hall	39,910
Lafayette Hall	6,325
Thurston Hall	4,500
Bed Count Initiative	3,575
<b>Total New</b>	<b>54,310</b>
<b>Ongoing:</b>	
Square 103	19,233
SAE House Conversion	650
<b>Total Ongoing</b>	<b>19,883</b>
<b>Repair, Renovation &amp; Renewal</b>	<b>12,000</b>
<b>Total Housing</b>	<b>86,193</b>
<b>Recreation/Student Life:</b>	
<b>New:</b>	
Pelham Hall (student life portion)	17,500
<b>Total New</b>	<b>17,500</b>
<b>Ongoing:</b>	
Quigley's	2,800
<b>Total Ongoing</b>	<b>2,800</b>
<b>Repair, Renovation &amp; Renewal</b>	<b>1,478</b>
<b>Total Recreation/Student Life</b>	<b>21,778</b>
<b>Total Funding for Student Space</b>	<b>107,971</b>

# Funding the Operating Budget

## Tuition Revenue

---

Net tuition revenue remains the primary source of funding for the operating budget.

Net tuition revenue accounts for 77 percent of the revenue included in the budget. When housing and other student revenue is included, 90 percent of all revenue is driven by enrollment.

Tuition & Fee revenue is expected to increase \$39 million (8.2 percent) next year. Of this amount:

- ❖ \$11 million will be added to the student aid budget
- ❖ \$6 million will be added to the Fixed Price Tuition reserve

## Funding the Operating Budget Endowment

---

Per the approved payout policy, the annual increase to endowment payout is capped at the CPI increase for the Washington-Baltimore Metropolitan area for the last year (2.8 percent).

Based on the market value as of March 31, 2005, the budget reflects a payout rate of 4.8 percent.

Total payout is projected to increase \$1.3 million next year:

- ❖ 65 percent is due to the CPI adjustment
- ❖ 35 percent reflects new units

# Funding the Capital Budget<sup>(1)</sup>

(Dollars in Thousands)

Debt will continue to be the primary source of funding for the capital budget.

	Repair, Replacement, & Renewal	New Construction & Major Renovations	FY 2006 - FY 2009	%
Debt <sup>2</sup>	1,439	148,991	150,430	84%
Capital Reserves	5,988	2,360	8,348	5%
Gifts	0	1,084	1,084	1%
Operations	18,133	0	18,133	10%
<b>Total Capital Budget</b>	<b>25,560</b>	<b>152,435</b>	<b>177,995</b>	<b>100%</b>

(1) Excluding Medical Center and capitalized interest.

(2) Includes internal advances to be repaid from operations as well as external debt.

## Funding the Capital Budget

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The budget reflects a \$600,000 increase in debt service over the current year. The increase is primarily due to Duques Hall and associated projects.

74 percent of the University's outstanding debt is funded by specific revenue sources.

# University FY 06 Operating Budget Summary

(Dollars in Millions)

	FY 05 Approved	FY 06 Approved	Increase/(Decrease)	
			\$	%
Revenue	\$456.6	\$488.8	\$32.2	6.6%
Expense	408.6	439.6	31.0	7.6%
Other Changes in Net Assets	(43.9)	(43.2)	0.7	-1.6%
OPERATING RESULTS	4.1	6.1	2.0	33.2%
Interest Rate Reserve	1.9	1.9		
Investment Property Reserve	0.7	0.7		
NET OPERATING RESULTS	\$1.5	\$3.5	\$2.0	137.7%



# University FY 06 Operating Budget

(Dollars in Thousands)

	FY 05 Approved	FY 05 Approved	Increase/(Decrease)	
			\$	%
REVENUES				
Student Tuition & Fees	469,137	508,540	39,403	8.4%
Less University Funded Scholarships	(122,769)	(133,395)	(10,626)	-8.7%
Net Student Tuition & Fees	346,368	375,145	28,777	8.3%
Indirect Cost Recoveries	9,212	8,331	(881)	-9.6%
Auxiliary Enterprises	74,106	76,724	2,618	3.5%
Contributions Net	11,547	13,187	1,640	14.2%
Other Income	15,319	15,430	111	0.7%
Total Revenues	456,552	488,818	32,265	6.6%
EXPENSES				
Salaries & Wages	226,259	241,205	14,946	6.6%
Fringe Benefits	49,111	52,513	3,402	6.9%
Purchased Services	46,147	54,790	8,643	18.7%
Supplies	6,883	6,765	(118)	-1.7%
Equipment	14,866	16,755	1,889	12.7%
Bad Debt	4,486	4,053	(433)	-9.7%
Occupancy	35,215	37,444	2,229	6.3%
Scholarships & Fellowships	5,977	6,419	442	7.4%
Communications	4,991	5,209	218	4.4%
Travel & Training	6,514	7,160	646	9.9%
Other	8,180	7,248	(932)	-11.4%
Total Expenses	408,629	439,562	30,933	7.6%
OTHER (DECREASES)/INCREASES IN NET ASSETS				
Debt Service & Mandatory Purposes	(46,204)	(46,763)	559	1.2%
Endowment Support	24,256	25,799	1,543	6.4%
Capital Expenditures	(11,105)	(12,190)	1,085	-9.8%
Support/Investment	(10,804)	(10,017)	(787)	7.3%
Total Other Changes in Net Assets	(43,857)	(43,171)	(686)	-1.6%
OPERATING RESULTS				
	4,066	6,085	2,019	33.2%
Interest Rate Reserve	1,900	1,900	0	
Investment Property Reserve	700	700	0	
NET OPERATING RESULTS	1,466	3,485	2,019	137.7%

# FY 06 Capital Budget Summary by Activity<sup>(1)</sup>

(Dollars in Thousands)

	Academic	Institutional Support	Housing	Recreation/ Student Life	Total
<b>FY 2006:</b>					
Repair, Replacement & Renewal	1,723	1,505	3,000	1,085	7,313
New Construction & Major Renovations	29,855	2,360	20,110	3,172	55,497
	31,578	3,865	23,110	4,257	62,810
<b>FY 2007-FY 2009:</b>					
Repair, Replacement & Renewal	3,260	5,595	9,000	393	18,248
New Construction & Major Renovations	25,727	0	54,083	17,128	96,938
	28,987	5,595	63,083	17,521	115,186
<b>Total Capital Budget</b>	<b>60,565</b>	<b>9,460</b>	<b>86,193</b>	<b>21,778</b>	<b>177,995</b>

(1) Excluding Medical Center and capitalized interest.

# FY 06 Capital Budget

## New Construction & Major Renovations<sup>(1)</sup>

(Dollars in Thousands)

		Bold Italics = Projects					
Building	Description	FY06	FY07	FY08	FY09	Total FY06 to FY09	Total Completion
Academic Projects							
Business School Projects							
Square 56 Ric and Dawn Duques Hall, 22nd & G Streets NW	New Building for School of Business	17,081	-	-	-	17,081	50,000
	Total Business School Projects	17,081	-	-	-	17,081	50,000
Related Projects							
Various	Columbian Relocations	475	-	-	-	475	4,630
Monroe/Government Halls	<b>Renovations</b>	<b>6,850</b>	<b>7,850</b>	<b>1,000</b>	-	<b>15,700</b>	<b>16,000</b>
	Total Related Projects	7,325	7,850	1,000	-	16,175	20,630
	Total Business School and Related Projects	<b>24,406</b>	<b>7,850</b>	<b>1,000</b>	-	<b>33,256</b>	<b>70,630</b>
Virginia Campus Projects							
Virginia Campus Building 2	Renovation	50	-	-	-	50	2,352
	Total Virginia Campus Projects	50	-	-	-	50	2,352
Other Academic Projects							
Square 102 Law School Complex, G Street & 20th Street, NW	Burns, Stockton, Bldgs E & H Renovations	833	-	-	-	833	4,500
Square 102 Law School Complex, G Street & 20th Street, N	<b>Lisner Hall Renovations (Floors 1,2,4&amp;5)</b>	<b>2,500</b>	<b>500</b>	-	-	<b>3,000</b>	<b>3,000</b>
Melvin Gelman Library, 2130 H Street, NW	Sprinkler Installation	943	-	-	-	943	1,343
	Total Other Academic Projects	4,276	500	-	-	4,776	8,843
Total Academic Projects		28,732	8,350	1,000	-	38,082	81,825
Housing Projects							
Square 103 Residence Hall	New Building - On Campus Housing	12,645	6,588	-	-	19,233	25,000
Housing Bed Count Expansion Initiative	<b>New Beds on Campus</b>	<b>2,075</b>	<b>750</b>	<b>750</b>	-	<b>3,575</b>	<b>3,600</b>
SAE House Conversion to Residence Hall	New Beds on Campus	650	-	-	-	650	750
Pelham Hall (Housing / Academic / Support)	<b>New Building - MVC Campus Housing</b>	<b>2,665</b>	<b>12,504</b>	<b>17,825</b>	<b>6,916</b>	<b>39,910</b>	<b>40,000</b>
Lafayette Hall	<b>Expansion / Infrastructure Upgrades</b>	<b>575</b>	<b>750</b>	<b>4,500</b>	<b>500</b>	<b>6,325</b>	<b>6,325</b>
Thurston Hall	<b>Exterior Façade</b>	<b>1,500</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>4,500</b>	<b>4,935</b>
Total Housing Projects		20,110	21,692	24,075	8,416	74,193	80,610
Other Projects							
Square 103 Quigley's 619 21st Street NW	New Food Service Venue for Student Use	2,050	750	-	-	2,800	3,000
Virginia Campus Building 2	Relocation of Administrative Offices	2,360	-	-	-	2,360	3,400
Pelham Hall (Housing / Academic / Support)	<b>New Building - MVC Campus Housing</b>	<b>2,245</b>	<b>10,996</b>	<b>15,675</b>	<b>6,084</b>	<b>35,000</b>	<b>35,000</b>
Total Other Projects		6,655	11,746	15,675	6,084	40,160	41,400
Total New Construction and Major Renovations		55,497	41,688	40,750	14,500	152,436	203,835

(1) Excluding Medical Center and capitalized interest.

# FY 06 Capital Budget

## Repair, Replacement, Renewal<sup>(1)</sup>

(Dollars in Thousands)

Building	Project Description	Budget
<b>Academic Facilities:</b>		
Academic Center	Generator / Fire Alarm / Elevator Upgrade	200
Corcoran Hall	Chemical Laboratory in room 405	463
Foggy Bottom Campus	Security and Access Device Installation	130
Bell Hall	Basement Laboratory Renovation / Upgrade	280
Foggy Bottom Campus	Carpet Replacement	50
Foggy Bottom Campus	Roof and Exterior Surface Repairs	100
Foggy Bottom Campus	Urgent Repairs Under \$50K	100
Foggy Bottom Campus	Classroom Refurbishment Program	100
Mount Vernon Campus	Academic Center, Science Bldg, Library, & Chapel	250
Mount Vernon Campus	MVC Urgent Repairs under \$50K - Academic	50
<b>Total Academic Facilities</b>		<b>1,723</b>
<b>Housing:</b>		
Residence Halls	Residence Hall Fire & Life Safety System Program	750
West End	Fire Sprinkler Installation Project	600
Residence Halls	Residence Halls Summer Painting Program	133
Residence Halls	Residence Halls Rehabilitation Program	867
Residence Halls	Residence Hall Capital Repair Projects	650
<b>Total Housing</b>		<b>3,000</b>
<b>Institutional Support:</b>		
Foggy Bottom Campus	Security and Access Device Installation	130
Foggy Bottom Campus	ADA Initiatives	50
Foggy Bottom Campus	Alumni Walk	90
Foggy Bottom Campus	Amenities- Signage, Phone Booths, Kiosks	75
Foggy Bottom Campus	Carpet Replacement	50
Foggy Bottom Campus	Fire Escape Assessment and Repairs	70
Foggy Bottom Campus	Roof and Exterior Surface Repairs	95
Foggy Bottom Campus	Sidewalk and other paving	20
Foggy Bottom Campus	Urgent Repairs Under \$50K	100
Mount Vernon Campus	MVC Administrative Buildings	55
Mount Vernon Campus	MVC Urgent Repairs under \$50K - Institutional	50
Various Garages	Facility Repair / Rehabilitation Program	595
Various Garages	Equipment Upgrade	125
<b>Total Institutional Support</b>		<b>1,505</b>
<b>Recreation/Student Life:</b>		
Smith Center	HVAC Renovations: Chiller, Cooling Tower, pumps	700
613 22nd Street	Exterior & Fire Escape Reno. (Athletics Dept)	165
Smith Center	Student Bleacher Repair	65
Smith Center	Arena Wood Floor Replacement	115
Smith Center	Portable Basket Ball Replacement	40
<b>Total Recreation/Student Life</b>		<b>1,085</b>
<b>FY 06 Budget for repair, Replacement &amp; Renewal</b>		<b>7,313</b>

(1) Excluding Medical Center and capitalized interest.

# Competiveness Statistics

Undergraduate – Includes Medical Center Freshman					
	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Undergraduate Applications	14,767	15,960	16,910	18,566	20,159
Undergraduate Selectivity Rate	49%	48%	40%	38%	38%
Undergraduate Matriculation Rate	29%	33%	34%	32%	34%
Graduate – Excludes Medical Center and Law School					
	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Graduate Applications	9,669	9,875	10,799	11,717	11,513
Graduate Selectivity	52%	50%	49%	47%	49%
Graduate Matriculation Rate	49%	51%	50%	49%	47%
Law School – Includes Post JD					
	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04
Law Applications	8,355	9,272	11,537	12,433	12,410
Law Selectivity	29%	26%	21%	20%	18%
Law Matriculation Rate	27%	27%	27%	30%	27%

## Enrollment <sup>(1)</sup>

	FY 00	FY 05	Increase	Est. FY 09	Increase
Undergraduate	7,113	9,637	+35.5%	9,914	+2.9%
Graduate	4,986	5,686	+14.0%	5,807	+2.1%
Law	1,573	1,729	+9.9%	1,654	-4.3%
Non-Degree	611	401	-34.4%	406	+1.2%
<b>TOTAL</b>	<b>14,283</b>	<b>17,453</b>	<b>+22.2%</b>	<b>17,781</b>	<b>+1.9%</b>

(1) FTEs as of Fall Census for all campuses. Excludes the School of Medicine and Health Sciences and School of Public Health and Health Services. Excludes Continuous Enrollment and Continuing Research.



## Enrollment Distribution<sup>(1)</sup>

	FY 00	FY 05	Increase	Est. FY 09	Increase
Undergraduate	49.8%	55.2%	+5.4%	55.8%	+.6%
Graduate	34.9%	32.6%	-2.3%	32.7%	+.1%
Law	11.0%	9.9%	-1.1%	9.3%	-.6%
Non-Degree	4.3%	2.3%	-2.0%	2.2%	-.1%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	

(1) FTEs as of Fall Census for all campuses. Excludes the School of Medicine and Health Sciences and School of Public Health and Health Services. Excludes Continuous Enrollment and Continuing Research.

## Housing Capacity

	FY 00	FY 05	Increase	Est. FY 09	Increase
Number of Beds <sup>(1)</sup>	4,347	7,250	66.8%	8,394	8.7%
Housing Capacity <sup>(2)</sup>	63.2%	76.8%	21.5%	88.3%	7.9%

(1) Includes available housing in Foggy Bottom, non-University beds within the campus boundary, and the Mount Vernon Campus. Assumes reprogramming of the Aston for other use by FY 09.

(2) Based on average full-time undergraduate enrollment for the academic year.

# Endowment Budget Support

(Dollars in Thousands)

	FY 00	FY 01	FY 02	FY 03	FY 04	Estimated FY 05	Proposed FY 06
Market Value of Endowment <sup>(1)</sup>							
Beginning of Year	651,937	712,995	689,546	621,110	634,100	733,801	
End of Year	712,995	689,546	621,110	634,100	733,801	779,079 <sup>(4)</sup>	
Average	682,466	701,271	655,328	627,605	683,950	756,440	779,079 <sup>(4)</sup>
Gifts Designated for Endowment <sup>(2)</sup>	10,326	2,879	4,691	14,860	11,767	8,703 <sup>(4)</sup>	
University Additions <sup>(3)</sup>						1,809 <sup>(4)</sup>	
Base Payout	34,271	39,073	38,399	38,578	34,324	36,105	37,438 <sup>(5)</sup>
Supplemental Payout:							
Classrooms and Labs	1,500	1,500	1,500	500	0	0	0
New Academic Initiatives	1,500	1,500	1,500	1,500	0	0	0
Technology Initiative	3,500	3,500	3,500	388	0	0	0
Medical Center Capital Budget			1,900	1,012	0	0	0
Total Supplemental Payout	6,500	6,500	8,400	3,400	0	0	0
<b>Total Payout</b>	<b>40,771</b>	<b>45,573</b>	<b>46,799</b>	<b>41,978</b>	<b>34,324</b>	<b>36,105</b>	<b>37,438</b>
<b>Annual Payout Rate</b>	<b>6.0%</b>	<b>6.5%</b>	<b>7.1%</b>	<b>6.7%</b>	<b>5.0%</b>	<b>4.8%</b>	<b>4.8%</b>

(1) Net of liabilities.

(2) Cash basis.

(3) Payout reinvested.

(4) As of March 31, 2005.

(5) Based on funds invested as of April 2005.

## Comparative Analysis

### FY 02 – 04 Endowment per FTE

	FY 02	FY 03	FY 04
Duke University	248,829	256,047	274,667
Northwestern University	203,359	216,933	259,196
Vanderbilt University	191,137	191,098	212,538
University of Pennsylvania	168,085	177,391	196,531
Tulane University	58,006	56,792	61,071
New York University	40,791	41,723	47,217
<b>George Washington University</b>	<b>34,617</b>	<b>34,311</b>	<b>38,912</b>
Boston University	25,480	26,601	29,672
Average for Group	121,288	125,112	139,976

Data is organized in descending order based on FY 04 Endowment per FTE results.

## Comparative Analysis

### FY 02 – 04 Tuition Dependency<sup>(1)</sup>

	FY 02	FY 03	FY 04
Duke University	14.6%	14.7%	16.0%
Vanderbilt University	23.8%	22.5%	21.2%
University of Pennsylvania	29.8%	29.1%	30.0%
Northwestern University	30.6%	30.9%	31.5%
Tulane University	40.0%	40.1%	41.0%
Boston University	45.9%	45.9%	45.7%
New York University	48.3%	47.4%	47.3%
<b>George Washington University</b>	<b>52.1%</b>	<b>53.6%</b>	<b>53.6%</b>
Average for Group	35.6%	35.5%	35.8%

Data is organized in ascending order based on FY 04 Tuition Dependency results.

(1) Net tuition and fee revenue as a percent of total operating revenue. Total revenue includes research but excludes health care revenue and government appropriations.

# Debt Management Summary

(Dollars in Thousands)

	FY 00	Est. FY 05	Increase	Est. FY 09	Increase
<b>Debt Outstanding at Year End:</b>					
<b>Funded by Specific Revenue Sources:</b>					
Housing	138,411	218,853	80,443	282,390	63,537
Parking	11,932	16,494	4,562	13,554	(2,940)
Recreational / Student Life <sup>(1)</sup>	53,312	64,385	11,073	58,568	(5,817)
Investment Properties <sup>(2)</sup>	82,785	193,654	110,869	193,654	0
Medical Center	23,664	38,612	14,949	38,612	0
Other <sup>(3)</sup>	4,008	21,642	17,634	20,085	(1,558)
<b>Total Funded by Specific Revenue Sources <sup>(4)</sup></b>	<b>314,112</b>	<b>553,641</b>	<b>239,530</b>	<b>606,864</b>	<b>53,223</b>
<b>Funded by General Revenue <sup>(5)</sup></b>	<b>219,507</b>	<b>188,309</b>	<b>(31,197)</b>	<b>223,060</b>	<b>34,751</b>
<b>Total Debt Outstanding</b>	<b>533,618</b>	<b>741,951</b>	<b>208,332</b>	<b>829,924</b>	<b>87,973</b>
<b>Annual Debt Service</b>	<b>32,920</b>	<b>44,794</b>	<b>11,874</b>	<b>62,973</b>	<b>18,178</b>

- (1) Primarily the Lerner Family Health & Wellness Center, Cloyd H. Marvin Center, and Mount Vernon Athletic facilities.
- (2) Assets of the endowment fund.
- (3) Primarily the National Traffic Safety Board facility at the Virginia Campus.
- (4) Equates to approximately 74% of total at FY 05 and 71% at FY 09.
- (5) Increase from FY 05 to FY 09 primarily due to Duques Hall for the School of Business and related projects and the non-housing portion of the Pelham Hall project.

## Comparative Analysis

### FY 02 – 04 Debt to Endowment

	FY 02	FY 03	FY 04
Northwestern University	14.8%	14.9%	16.1%
Vanderbilt University	31.2%	30.2%	26.7%
Duke University	29.4%	31.3%	29.6%
University of Pennsylvania	42.3%	38.8%	33.7%
Tulane University	51.0%	50.7%	46.1%
New York University	84.6%	80.2%	67.8%
<b>George Washington University</b>	<b>88.1%</b>	<b>89.2%</b>	<b>72.4%</b>
Boston University	144.4%	141.1%	134.5%
Average for Group	60.7%	59.6%	53.4%

Data is organized in ascending order based on FY 04 Debt to Endowment results.



## Comparative Analysis

### FY 02 – 04 Debt to Net Assets

	FY 02	FY 03	FY 04
Northwestern University	11.4%	10.7%	12.6%
Duke University	16.8%	17.8%	16.2%
Vanderbilt University	19.9%	19.5%	17.2%
University of Pennsylvania	27.8%	25.8%	23.0%
Tulane University	37.6%	38.2%	34.3%
New York University	47.0%	46.0%	41.5%
<b>George Washington University</b>	<b>73.2%</b>	<b>73.4%</b>	<b>68.6%</b>
Boston University	71.2%	79.9%	77.4%
Average for Group	38.1%	38.9%	36.4%

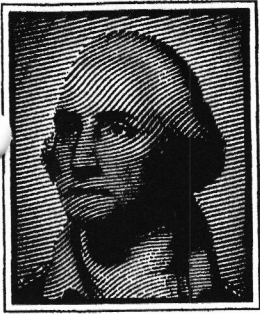
Data is organized in ascending order based on FY 04 Debt to Net Assets results.

## Comparative Analysis

### FY 02 – 04 Net Assets per FTE

	FY 02	FY 03	FY 04
Duke University	435,104	449,640	501,743
Northwestern University	263,112	301,155	333,117
Vanderbilt University	297,810	296,667	329,450
University of Pennsylvania	255,414	266,451	287,936
Tulane University	78,633	75,491	82,071
New York University	73,390	72,815	77,127
<b>George Washington University</b>	<b>49,705</b>	<b>49,877</b>	<b>55,984</b>
Boston University	51,725	46,996	51,566
Average for Group	188,112	194,887	214,874

Data is organized in descending order based on FY 04 Net Assets per FTE results.



THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON DC

October 18, 2005

**TO:** Deans and Vice Presidents  
**FROM:** Don Boselovic *DB*  
**SUBJECT:** Preliminary FY 07 Budget Assumptions

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I am forwarding a document outlining preliminary planning assumptions for the development of the University's (non-Medical Center) budget for FY 07. The assumptions represent the starting point for planning for next year. They will be updated over the coming months, culminating with the presentation of the proposed FY 07 operating and capital budgets to the Board of Trustees next May.

Please feel free to contact me should you have any questions regarding the assumptions or the planning process.

Attachment

cc: Lou Katz

OFFICE OF THE  
EXECUTIVE  
VICE PRESIDENT

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THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

## FY 2007 Budget Planning

Office of the Executive Vice President  
and Treasurer

October 19, 2005



# Preliminary FY 07 Planning

## Timeline

### October:

- Review of preliminary revenue and expense assumptions

### February:

- Update on revenue and expense assumptions
- Preliminary operating and capital budgets for FY 07 through FY 09
- Proposed FY 07 tuition increases for approval

### May:

- Proposed operating and capital budgets for FY 07 for approval.
- Preliminary FY 08 and FY 09 operating budgets for information only.

## Preliminary Revenue & Expense Assumptions

Based on the preliminary revenue and expense assumptions outlined on the following pages, there is a gap of approximately \$6 million between preliminary revenue and expense increases for next year.

The gap does not account for any increase in funding for Strategic Plan Initiatives. To close the gap and provide additional funding for the Strategic Plan, some combination of the following strategies will be adopted:

- Budget reallocations. Excluding fixed costs (debt service, utilities, leased space, insurance, etc.) each 1% reduction to the operating budget would yield \$3 million.
- Tuition increases in excess of 4%
- Review of contribution from off campus and summer programs and residence halls
- Increase to the endowment payout rate to help fund an increase for the Advancement Office

# Preliminary FY 07 Revenue Drivers

## Change from FY 06 Budget

(Dollars in Thousands)

### Enrollment, Pricing and Tuition Revenue

	Enrollment	Price	Revenue	Value of 1% Price Increase
Undergraduate, Net of Aid		+4%	8,000	1,300
Freshman & Transfers	None			
Continuing	<-1%			
On Campus Graduate, Net of Aid	-2.7%	+4%	1,200	500
Off Campus	None	+4%	1,000	250
Non-Degree	None	+4%	240	60
Summer	None	+4%	600	150
Total			11,040	2,260

## **Preliminary FY 07 Endowment Payout Change from FY 06 Budget (Dollars in Thousands)**

### **No Change to Current Payout Policy**

University	750
Medical Center	250
	<hr/>
<b>Total</b>	<b>1,000</b>

Increasing the current payout rate of 4.6% by 1/10<sup>th</sup> of a percentage point would yield a total of \$900,000. The increase could be used to help fund an increase for the Advancement Office.



# **Preliminary FY 07 Expense Drivers**

## **Change from FY 06 Budget**

(Dollars in Thousands)

<b>Merit Funding:</b>	
Second Half of January 1, 2006 Increase	6,900
Second Half of AAUP Supplemental	800
First Half of January 1, 2007 4% Merit Increase	6,000
<b>Total Merit Funding</b>	<b>13,700</b>
<b>Debt Service</b>	<b>1,600</b>
<b>Duques Hall Operating Costs</b>	<b>1,000</b>
<b>Utilities, Insurance &amp; Other Occupancy Costs</b>	<b>1,000</b>
<b>Advancement</b>	<b>1,000</b>
<b>Total</b>	<b>18,300</b>

**THE GEORGE WASHINGTON UNIVERSITY**  
**Washington, DC**

**The Faculty Senate**

**November 2, 2005**

**The Faculty Senate will meet on Friday, November 11, 2005, at 2:10 p.m. in the Alumni House, 1925 F Street, NW, First Floor**

**AGENDA**

- 1. Call to order**
- 2. IN MEMORIAM**  
  
**Philip Robbins, Professor Emeritus of Journalism**
- 3. Approval of the minutes of the regular meeting of September 9, 2005, as distributed**
- 4. Introduction of Resolutions**
- 5. Update on Class Scheduling and the Availability of Classrooms:  
Associate Vice President Craig W. Linebaugh**
- 6. Update on the Graduate School of Education and Human Development:  
Dean Mary H. Futrell**
- 7. Report on FY 05-06 Operating and Capital Budgets: Professor William B. Griffith,  
Chair, Fiscal Planning and Budgeting Committee**
- 8. Report on FY '07 Budget Assumptions: Professor Griffith**
- 9. General Business:**
  - a) Nomination for election of the following faculty to Senate Standing  
Committees: Appointment, Salary, and Promotion Policies: Eugene  
Abravanel; Educational Policy: Barbara von Barghahn**
  - b) Nomination for appointment by the President to the following  
Administrative Committee: Joint Committee of Faculty and Students:  
Harry Yeide**
  - c) Report of the Executive Committee: Lilien F. Robinson, Chair**
- 10. Brief Statements (and Questions)**
- 11. Adjournment**

*Elizabeth A. Amundson*  
**Elizabeth A. Amundson**  
**Secretary**

**REPORT OF THE UNIVERSITY TASK FORCE  
ON CLASS SCHEDULING AND  
AVAILABILITY OF CLASSROOMS**

## Executive Summary

In November, 2004, the Faculty Senate of The George Washington University requested that the President direct "a high-level review of the recent classroom shortage and of plans to remedy this situation no later than Fall 2005." In January, 2005, at the request of President Stephen Joel Trachtenberg, Donald R. Lehman, Executive Vice-President for Academic Affairs, convened a group of faculty and administrators to

- Review the registration process for the 2004-2005 academic year.
- Project course sections and classrooms needed for the next three to five years.

The Task Force concluded that

1) Serious problems existed in the Scheduling Process for the 2004-2005 academic year and some of these will continue unless corrective measures are taken. The Task Force recommends centralization of scheduling, implementation of a new level of School responsibility, and a more complete utilization of the University's scheduling software.

2) Certain specialized classroom needs, such as space for the teaching of science, are critical. However, a final determination of whether enough general purpose classrooms of appropriate size exist to sustain the University's planned growth during the next five years cannot be made until the Scheduling Process is revised and it is determined to what extent it contributed to the homeless class situation.

3) The problem goes beyond whether all scheduled courses can be placed into classrooms. Already in 2002, approximately half of all undergraduate sections closed before classes began. Given the increased burden on smaller, upper level classes, students likely will have difficulty completing their academic programs as planned. This is a serious situation that cannot be ignored by a private university in the tuition niche GW occupies. If course sections are added to alleviate this problem, there will be an increased strain on classroom availability.

The Task Force makes the following major recommendations:

- **Solve short-term classroom reduction.** Because of building renovation, the University faces a reduction of at least nine classrooms for Spring and Fall of 2006 and Spring of 2007. The Task Force recommends that at least nine spaces be released for classroom use for this three-semester short-term shortfall. These spaces will need to come from the Marvin Center, from the Law School, from the Medical Center, or from other non-academic University spaces. Departmental spaces are already heavily burdened and should be used judiciously and temporarily.
- **Centralize Scheduling.** Currently schedulers in the schools have access to Banner to place classes into classrooms before scheduling software is applied to the schedule as a whole. Under this system, school schedulers can appropriate classrooms that may be highly desirable for that school's faculty but that disadvantage the faculty at large and do not best serve the needs of the University. Centralizing scheduling in the Academic Scheduling Office will create an equal—

and efficient—playing field. The Task Force recommends that centralization be implemented during Summer 2005 so that it can be fully implemented when the call for the schedule of Fall 2006 is distributed in October, 2005.

- **Improve Compliance** with scheduling guidelines by implementing School responsibility at the Assistant or Associate Dean level.
- **Innovate.** Under the current system, rooms are assigned to courses prior to registration. This ensures that each course has a physical place in which to meet. However, once registration has begun, the Academic Scheduling Office should have the authority to adjust room assignments to better match actual class size rather than having to negotiate among professors.
- **Re-evaluate.** Because it is impossible to determine whether classroom space is adequate until certain efficiencies are achieved in the scheduling process, it is important that this issue be revisited in Spring, 2007. At that time, a study of the rate at which classes close, the effectiveness of current time bands, and an evaluation of available classroom space should be conducted. Capacity for scheduling graduate sections should be paid special attention. An ongoing University-wide Committee to regularly evaluate classroom space in conjunction with the University's pedagogical directions and building program is essential.

It is important to note that some actions or strategies are not solutions to the problem. These include canceling classes, increasing class size, making classes or registrations unavailable to any of our constituencies and otherwise reducing the quality of instruction for GW students. GW cannot afford to decrease the quality of its education and compete in today's educational marketplace.

**UNIVERSITY TASK FORCE ON CLASS SCHEDULING**  
**AND**  
**AVAILABILITY OF CLASSROOMS**

In November, 2004, the Faculty Senate of The George Washington University requested through resolution that the President direct, "a high-level review of the recent classroom shortage and of plans to remedy this situation no later than Fall 2005." The Senate requested that Senate members be involved in the review and that the results be reported before the Fall 2005 schedule was established. The Senate's resolution was passed after a significant number of classes could not be included in the Spring, 2005 schedule because of an apparent lack of classroom space. The problem was so severe that pre-registration was delayed.

In January, 2005, at the request of President Stephen Joel Trachtenberg, Donald R. Lehman, Executive Vice-President for Academic Affairs, convened a group of faculty and administrators to discuss the class scheduling problems that occurred during the Spring, 2005 scheduling process. The committee was charged with:

- Understanding what took place in registering students for both the Fall and Spring terms of the 2004-2005 academic year. This includes an explanation of all facets of the scheduling process, the inventory of classrooms, and the utilization of classrooms and time bands on both the Foggy Bottom and Mount Vernon Campuses.
- Developing a full understanding of what is expected with respect to scheduling general purpose classrooms over the next 3 to 5 years, the anticipated enrollments at both the undergraduate and graduate levels over the next 3 to 5 years, and the number of course sections needed over the next 3 to 5 years projected from the history of the last two years.

#### **WHAT TOOK PLACE?**

The greatest difficulty in the scheduling process took place during Spring, 2005, in which 191 classes were left homeless following the initial run of the scheduling software. As departments made changes in their class schedules for reasons other than space, some classrooms became available and many of the homeless classes were scheduled during the requested time bands. Other homeless classes had enrollment caps reduced in order to be accommodated in available classroom space, some were moved to 8 a.m. time bands, and some classes were cancelled. Others were moved to the Mount Vernon campus. The factors that contributed to the problem included the following:

- Time bands overloaded. The schedules submitted by many academic departments overloaded several time bands, particularly for classrooms with capacities of 50 or more.
- Fungler Hall being off-line, eliminating 13 classrooms.
- Pre-assignments. Pre-assignments are manual entries made before the scheduling software is run. In theory, pre-assignments are designed to accommodate requests for certain technologies or for rooms that meet specific pedagogical needs. However, in practice, scheduling data show that school schedulers also use pre-assignments strategically to gain prime spaces for their school faculty regardless of pedagogy or technology use.



- Departmental space not assigned. Some departments schedule many of their own classes into dedicated spaces. This applies to labs, studios and other spaces specifically designed for certain activities. In Spring, 2005, these spaces were not pre-assigned, which meant they were assigned to general purpose classrooms—displacing other classes-- and the dedicated spaces were not utilized. It was not determined exactly what office/individual was responsible for this oversight.
- Software License Key Problem. The vendor for the scheduling program provided Information Systems and Services (ISS) an incorrect "license key," which delayed scheduling for three days.
- Staffing. A staff member left the Academic Scheduling Office in late October and the replacement was not fully trained in time for the scheduling process.

### **Fall, 2005**

The Task Force believes that the scheduling problems are best demonstrated by studying Fall 2005 data. The number of homeless classes in Spring 2005 is thought to be an anomaly because of the incorrect license key and unassigned departmental spaces. The number of homeless classes for Fall 2005 is less severe.

A new University Registrar assumed responsibility for the Registrar's Office in Fall, 2004. She reviewed and eliminated errant data before running Schedule25 (S25), the University's scheduling program, to place classes for Fall, 2005. After the initial S25 run, a total of 116 courses were homeless. Twenty-one of the courses, created in Banner by schedulers in SEAS weeks after the deadline, were not included in the initial run. Of the 116 original homeless courses, 11 were capped over 100. Sixty-eight of the courses were capped at 20 or lower.

The Registrar's Office schedulers manually processed schedule changes received after the deadline and re-assigned rooms to accommodate as many of the 116 homeless classes as possible. The Office then asked the Schools to consider changing days and times of offerings, adjusting caps, and relocating classes to the Mount Vernon Campus (MVC). These options have significant consequences. For example, changing the cap of a class because of room availability rather than for pedagogical reasons is less than ideal. By the first day of priority registration, 23 classes still were homeless and were deactivated to prevent students from enrolling in classes with no identified location in which to meet.

### **THE SCHEDULING PROCESS**

The scheduling for each semester begins with the Office of the Registrar. A "term roll," that is, a copy of the same semester from the previous year, is provided to the Schools by the Registrar. For the past several semesters, the Registrar's Office did not deliver this information to the Schools according to the accepted schedule, reducing the time for Deans, Department Chairs, and Academic Schedulers to process necessary changes. This issue has already been addressed, and Spring 2006 scheduling material was delivered on time to the Schools in March, 2005.

### **Scheduling Software Limitations and Capabilities**

The University purchased CollegeNet's scheduling software, Resource25 (R25) and Schedule25 (S25), about three years ago. S25 is a stand-alone scheduling tool which the university has used for many years. S25 matches class sections with appropriate classroom space more efficiently than can be accomplished manually. R25 is an event scheduling tool, with capabilities to schedule physical space and resources such as technology and support personnel. The Web Viewer module of R25 allows individuals with classroom needs to search for and request use of available space.

GW has not used either of these tools to their full capabilities. For example, manual pre-assignment of general purpose classroom space has been the sole means for accommodating specific technology and classroom configuration requests. In addition, the Academic Scheduling Office has assigned manually all Mount Vernon classrooms. S25 has the ability to match specific requests with classrooms, thereby reducing the number of manual assignments, which are labor intensive and which reduce efficiency.

The Office of the Registrar, in conjunction with ISS and Academic Technologies, began a product upgrade and implementation project for the Series 25 software in January 2005. Completion is scheduled for Fall 2005. Beginning in Spring 2006, all Foggy Bottom and Mount Vernon general purpose space will be scheduled using S25 software. An interface between the scheduling software and Banner student information will automatically update room assignment information every ten minutes.

### **Pre-assignments and Technology**

Most technology-enhanced classrooms, which vary in quality, are located in Fungler, Bell, Corcoran, Gelman, MPA, Phillips, Rome, 2020 K St. and 1957 E Street. The demand for technology equipped rooms has increased dramatically in the last three years. There are seven levels of technology classrooms and six general purpose computer classrooms (not maintained by academic departments). These six computer classrooms meet current demand for scheduling classes that must meet regularly in a computer lab. However, there is little capacity for scheduling classes requiring only a few computer sessions. This is also a "system" issue – i.e., the scheduling system is not flexible enough to make assignments for "partial" term or specific class periods. In addition, the largest of the computer labs (Monroe 102B) will be unavailable during the renovation of Government and Monroe (January 2006 – August 2007).

The method for matching classes with technology and other pedagogical needs has been through pre-assignments, which are manually scheduled and which reduce the efficiency of scheduling software. For example, several years ago (when fewer classrooms were available and fewer classes were taught), an S25 run BEFORE any pre-assignments to general purpose space would place virtually every class needing a room. After the pre-assignments were entered, the S25 run would generally result in a list of about 150 homeless classes.

The ability of school schedulers to assign classes into rooms before the scheduling software has been run has sometimes resulted in abuse. In Fall 2004, 296 requests for technology equipped rooms were processed, along with 85 requests that reflected other

pedagogical needs. In Spring 2005, there were 349 requests for technology and 140 requests for specific configurations. These requests may reflect an increased demand for technology but we believe they also reflect the ability of School Schedulers to place technology in the most desirable rooms rather than submit them to the randomness of scheduling software. Data in the Academic Scheduling Office support this conclusion. Other pre-assignments are related to departmental space. (See above under Spring 2005 details.)

With full implementation of S25 and R25, room attributes can be assigned to classrooms, enabling S25 to match requests with rooms and improving scheduling efficiency. However, there are some dangers inherent in using room attributes. For example, any class which has a required attribute will be matched only to a classroom that carries that needed feature. If a faculty member requests a DVD player and an overhead projector, that class will only be assigned to a room that carries the combination of those two pieces of technology. The efficiency of the software will be at its highest if faculty request only the essential specific pieces of equipment. In assigning technology-related attributes to classrooms, it will be important to deal with the issue of portable equipment. Although portable equipment can be useful, particularly when it is needed for only a few class sessions, faculty on the Task Force do not feel that provision of portable equipment is reliable or accessible enough for faculty to depend on it in the same way they can depend on a technology-equipped classroom.

## **SCHOOL COMPLIANCE ISSUES**

Each School has been charged with ensuring compliance with requirements for scheduling classes across days of the week and in different time bands. These requirements are issued by the Associate Vice President for Academic Planning and Development, to whom the Registrar's Office reports. Classes taught in non-standard time bands must 1) meet in departmental space and 2) be approved by the Academic Scheduling Office.

Currently, seventeen individuals can schedule classes through Banner and into classrooms. These include the Registrar and three staff in the Academic Scheduling Office, two in the College of Professional Studies, two in the School of Engineering, three in the School of Business, one in the Elliott School of International Affairs, four in Education, and one in the Music Department of CCAS. Most of the individuals in the Schools are not full-time schedulers but have other duties as well. The Scheduler in the Music Department only schedules individual music instruction. In some schools, scheduling is done by executive associates or other administrative staff who are subject to pressure by faculty and/or department chairs who seek to maintain schedules favorable to their particular ways of working. This does not always result in the best scheduling practice for the University.

Types and degrees of compliance and non-compliance vary among departments and Schools. Overall, compliance across time bands is not as serious an issue as compliance across days of the week. The compliance figures below are taken from the third week of actuals during Spring 2005—these levels of compliance were achieved after considerable pressure being applied by the Registrar's Office to redistribute courses

into 8 a.m. time bands, into locations at Mount Vernon and across different days of the week. At present, there are no direct penalties for non-compliance.

A look at twice-weekly, 75-minute time bands shows that compliance across days of the week is a serious problem. Tuesday and Thursday remain overscheduled, with the bulk of the over-scheduling occurring between 11:10 and 3:35. Although 43 classes are scheduled on MF, the target was set at 20% of all classes, with only 7% of classes being scheduled in these time bands. Fifty-two classes are scheduled on WF, with similar lack of compliance (8.5% scheduled with a target of 20%). MW classes also are overscheduled (33.5% scheduled with a target of 20%).

#### Compliance check for distribution of twice weekly 75-minute classes across days of week

Spring 2005 – 3<sup>rd</sup> week actual

Time band	% required in time band of given day	# scheduled in time band	% scheduled in time band of given day	% by days
TR 8:00-9:15	18	34	10.9	40 max allowed
TR 9:35-10:50	18	18	5.8	
TR 11:10-12:25	18	99	31.7	
TR 2:20-3:35	18	91	29.2	
TR 3:55-5:10	18	51	16.3	51.0 scheduled
TR 5:00-6:15	<=10	19	6.1	20 required
MF 11:10-12:25	33	26	60.5	
MF 3:55-5:10	33	14	32.5	7.0 scheduled
M 9:35-10:50 F 8-9:15	33	3	7.0	
WF 9:35-10:50	33	12	23.1	20 required
WF 2:20-3:35	33	32	61.5	8.5 scheduled
W 11:10-12:25 F 12:45-2	33	8	15.4	
MW 8-9:15	30	46	22.5	20 required
MW 12:45-2	30	104	50.7	33.5 scheduled
M 2:20-3:35 W 3:55-5:10	30	24	11.7	
MW 5-6:15	<=10	31	15.1	

#### Impact of Departmental Behaviors

While most departments attempt to approach compliance in scheduling their classes, others are habitual non-compliers. Behaviors that adversely impact the scheduling process include:

- Overscheduling classes that later are cancelled (rooms overscheduled).
- Overscheduling during TR and MW time bands, especially from 11 a.m. until 3 p.m. Overscheduling during these hours creates a shortage of classrooms and restricts class selection for students.
- Setting caps too low. When student numbers exceed assigned classroom space, the Academic Scheduling Office staff attempts to negotiate a room

exchange. The options for such exchanges are limited, resulting in a compromised learning environment.

- Setting caps too high. Classes are scheduled into larger rooms unnecessarily. Larger rooms are more scarce and removed needlessly from the classroom pool.
- Requesting special rooms. These requests must be entered by hand before the scheduling software can be run for the remaining classes. Such requests also may be attempts to circumvent the room assignment assigned by scheduling software.

### ***Setting of Caps***

The scheduling software assigns rooms by matching seating capacity with the enrollment cap. Enrollment caps that do not accurately reflect anticipated enrollment decrease scheduling efficiency. Enrollment caps may be inflated by a department for a variety of reasons:

- Not adjusted to reflect downward enrollment trends for a course;
- Results in assignment to a larger (typically better) room;
- Prevents potential students from getting closed out of the course.

A review of enrollment caps vs. actual enrollments for Spring 2005 highlights inflated caps:

ACCY 266.10	cap = 50	room seats = 88	enrollment = 27
APSC 058.10	cap = 48	room seats = 48	enrollment = 24
BADM 115.13	cap = 100	room seats = 296	enrollment = 69
CE 120.10	cap = 45	room seats = 48	enrollment = 14
CHEM 012.12	cap = 120	room seats = 142	enrollment = 73
CSCI 147.10	cap = 80	room seats = 136	enrollment = 37
ECON 237.10	cap = 40	room seats = 50	enrollment = 20
ENGL 174.11	cap = 35	room seats = 48	enrollment = 13
FINA 123.10	cap = 44	room seats = 44	enrollment = 27
FINA 223.10	cap = 33	room seats = 45	enrollment = 7
FINA 278.11	cap = 45	room seats = 58	enrollment = 20
MAE 226.10	cap = 25	room seats = 25	enrollment = 7
MBAD 250.12	cap = 40	room seats = 50	enrollment = 7
SPED 290.11	cap = 40	room seats = 45	enrollment = 17
STAT 118.10	cap = 125	room seats = 293	enrollment = 73
STAT 129.10	cap = 25	room seats = 25	enrollment = 9
TRED 235.12	cap = 25	room seats = 45	enrollment = 7
TSTD 290.10	cap = 30	room seats = 44	enrollment = 9

Similarly, caps need to be adjusted upward if trends in enrollment warrant such actions. A review of enrollment caps versus actual enrollments for Spring 2005 highlights low caps:



BADM 066.32	cap = 25	room seats = 25	enrollment = 29
BISC 004.12	cap = 45	room seats = ?	enrollment = 57
ECON 012.46	cap = 30	room seats = 30	enrollment = 35
EXSC 125.11	cap = 55	room seats = 58	enrollment = 65
EXSC 135.10	cap = 32	room seats = 37	enrollment = 44
HIST 040.31	cap = 25	room seats = 25	enrollment = 32
HIST 187.40	cap = 25	room seats = 25	enrollment = 31
IAFF 190.17	cap = 40	room seats = 40	enrollment = 43
JOUR 100.11	cap = 35	room seats = 38	enrollment = 40
PSC 184.10	cap = 50	room seats = 50	enrollment = 55
PSC 192.10	cap = 10	room seats = 10	enrollment = 17
PSYC 121.10	cap = 50	room seats = 50	enrollment = 55
PSYC 125.10	cap = 35	room seats = 36	enrollment = 41
SOC 135.10	cap = 90	room seats = 91	enrollment = 125
SOC 136.10	cap = 100	room seats = 136	enrollment = 204
SOC 181.10	cap = 60	room seats = 60	enrollment = 86
TSTD 136.10	cap = 34	room seats = 36	enrollment = 41

### ***Faculty and Registration Transaction Forms (RTF)***

Faculty are allowed to sign students into a class using a paper registration form. However, such practices often overload a classroom; faculty assume some students will drop or that a class can be moved. For a variety of reasons, classrooms should not be overcrowded. The main reason is to provide proper egress. Also, students and their parents often—rightfully—complain if students do not have a place to sit. Despite the importance of maintaining flexibility for faculty and students, using RTFs to admit students to a class can disrupt the normal scheduling and teaching process and are not adequate to preserve necessary flexibility.

### ***Frequency and Impact Of Late Changes***

Adding or deleting classes or changing the times that classes meet after the scheduling software has been run severely limits the University's capacity to efficiently use classroom space. For each class that is canceled, a vacant space is created that could have accommodated a class in the original software run. This classroom may never be utilized. If the class is canceled late in the cycle (shortly before registration), homeless classes will already have been cancelled or accommodated in another way.

For example, during the 3<sup>rd</sup> week of classes in Spring 2005, classrooms were available during popular time bands. Nineteen classrooms were available from 9:35 to 10:50 on Tuesday/Thursday mornings; the seating capacity of the available rooms ranged from 10 to 42 students. Although 61 classrooms were available for the M 9:35-10:50 a.m./Friday 8-9:15, and a number were available for WF, these vacancies probably were less due to class cancellation than to unwillingness of faculty and department chairs to schedule during this unusual time band. If one reviews the compliance data reported above, it is apparent that schools and/or faculty are unwilling to schedule classes heavily into the WF time bands and are even more reluctant to schedule classes into the MF time bands.

However, room availability does not indicate the entire picture. Cancellation and rescheduling must be done by hand, which increases the labor costs within the dean's offices and the Registrar's scheduling office.

Some departments routinely and excessively cancel classes. For example, chronic excessive cancellers include the departments of Computer Science (Fall 2004, 23; Spring, 2005, 19) and EMSE (Fall 2004, 28; Spring 2005, 29), compared with one to five courses cancelled each semester by most departments.

The impact of these behaviors on the rest of the university community may not be fully understood by the departments.

### **GROWTH IN ENROLLMENT AND CLASSROOM CAPACITY**

The following chart shows growth in enrollments, changes in numbers of sections, and changes in class size. The largest growth in class size has been at the upper division, undergraduate level.

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See Chart Next Page  
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The problem goes beyond whether all scheduled courses can be placed into classrooms. Already in 2002, approximately half of all undergraduate sections closed before classes began. Given the increased burden on smaller, upper level classes, students likely will have difficulty completing their academic programs as planned. The best should be offered to students by any institution of higher learning no matter the tuition. If course sections are added to alleviate this problem, there will be an increased strain on classroom availability and available faculty.

### **Classroom Inventory**

The table below displays the evolution of the Foggy Bottom General Purpose Classroom Inventory. Although new buildings have come online, the net effects on the General Purpose Classroom Inventory have been lower than might be expected. The limited impact on the classroom inventory is mainly attributable to conversion of classrooms to offices (e.g., Lisner and Stuart Hall for the Law School, Fungler Hall for GWSB), and the assignment of former general purpose classrooms to a specific school (Lisner and Stuart Halls). In addition, classrooms go offline during the renovation of buildings.

The University achieved an increase of six general purpose classrooms with the introduction of the Media and Public Affairs Building in 2001. Nineteen additional classrooms were added when 1957 E Street came online in 2003, but a similar number of general purpose classrooms was removed from the inventory with the allocation of Lisner and Stuart Halls to the Law School. With the acquisition of Mount Vernon College in 1998 and the renovation of facilities there, 25 classrooms now are available on that campus.



	1998	1999	2000	2001	2002	2003	2004	2005*	Percent Increase
Undergraduate Enrollment	6385	6955	7433	8318	8746	9086	9491	9514	49.0
Masters Enrollment**	3631	3619	3638	3809	4008	4092	4181	4334	19.0
Doctoral Enrollment**	1275	1286	1223	1250	1293	1334	1425	1418	11.0
Total Enrollment	11291	11860	12294	13377	14047	14512	15097	15266	35.0
Number of Undergrad Course Sections***	1219	1246	1271	1417	1419	1423	1518		25.0
Number of Grad Course Sections***	985	1041	1041	1059	1111	1094	1126		14.0
Number of Course Sections Grad ***and Undergrad	2661	2744	2771	2962	2988	2975	3127		18.0
Enrollment Per Section****	21.5	22.0	22.5	23.0	23.1	23.5	23.7		10.0
Foggy Bottom Classrooms	107	105	105	111	129	126		131	22.0
Mount Vernon Classrooms	Came online in 1998	Major renovations						25	
Total Classrooms	107							156	(for all classrooms) 46%

\*Enrollment Projections as of January 2005

\*\*On-Campus

\*\*\*Percentage from 1998-2004 . Includes some special sections labeled "other." This explains why graduate and undergraduate totals in previous rows do not add to the total.

\*\*\*\*The largest increase in class size has been in upper division undergraduate classes. Upper division classes went from an average size of 22.5 in 1998 to 27.9 in 2004. The average size of graduate classes was 16.1 in 1998, then dropped, then returned to 16.1.

The following chart indicates that GW is facing a substantial classroom reduction for the Spring and Fall 2006 semesters and the Spring 2007 semester. Beginning in Spring 2006, eight classrooms holding more than 50 students will be returned to the active inventory with the reopening of Fungler Hall. In addition, 13 new general purpose classrooms in Duquès Hall, including a 100-seat and five 50-seat classrooms, will become available. At the same time, however, Monroe Hall and the Hall of Government will go off-line for renovation, removing 30 classrooms from the inventory. When the renovation is completed (anticipated for Fall 2007) 27 classrooms will be added to the inventory.

**Foggy Bottom General Purpose Classroom Inventory Evolution: Spring 2005 - Fall 2007**

Seating Capacity	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Fall 2007
<20	18		17	17	26
20-35	42		55	49	60
36-50	31		38	28	32
51-100	24		13	19	22
101-150	4		4	5	5
>250	4		4	4	4
<b>Total</b>	<b>123</b>	<b>130</b>	<b>131</b>	<b>122</b>	<b>149</b>

Comparison of the tables documenting enrollment growth and changes in the General Purpose Classroom Inventory reveals that the fluctuations in the inventory have coincided with a period of dramatically increased enrollments. Since 1998, the numbers of undergraduate and graduate students have increased by 49% and 14%, respectively. The number of course sections has increased by 18%. Yet, from 1997 (115 GPCs) to Spring 2005 (131 GPCs), the Foggy Bottom general purpose classroom inventory has increased by just 16 rooms. [16 classrooms were lost between 1997 and 1998.] The University's ability to schedule nearly 500 additional class sections reflects the establishment of additional time bands, dispersion of the class schedule across time bands, and the diligent efforts of the Registrar's staff to fit classes into available space.

**Utilization of Existing Classrooms**

As stated earlier in the report, a number of behaviors at the departmental and school levels complicates efficient use of GW classrooms. S25 has the ability to produce utilization reports only as a direct result of an S25 run; therefore, the start and end times of classes are used as data points. This means that although only a few classes are scheduled at 7 a.m. or on Saturday and Sunday, utilization is computed Sunday through Saturday from 7 a.m. to 10 p.m. The report is run in 10-minute segments, so if a room stands open for ten minutes between classes, that is calculated as "non-use." These factors severely limit the usefulness of the report.

It does, however, yield some information that might be useful in understanding the problem. The total number of scheduling hours available from 8 a.m. to 10 p.m. Monday through Friday is 70, or 980 hours in a 14-week semester. If one consults the utilization report, it is possible to understand some usage patterns. For example, MPA 309 is scheduled 777 hours. This room seats 91 students. By examining the listing of open rooms, it is apparent that MPA 309 is usefully open (during hours in which classes could be scheduled) on TR from 3:45 to 5 p.m. The room is open most of Friday, although there are no matching times other days of the week. The University definitely has capacity at 8 a.m., but capacity throughout the prime hours of Monday through Thursday is very limited. Capacity on Fridays exists but currently is not well matched for use with other days of the week.

### **Use of Departmental Space**

Dedicated departmental space comes in a variety of types and sizes. Some departments schedule classes into departmentally controlled laboratories, performance spaces, and studios. For other departments, a dedicated or shared conference room may be the only space controlled by the department. Faculty on the Committee felt strongly about preserving dedicated space within the departments, although there was discussion about why some departments control more space than do others.

Increasingly, departments use their conference rooms as seminar rooms. Many departments use these spaces to accommodate classes that are deemed homeless after the S25 software run. This practice frequently limits the ability to schedule research seminars, faculty meetings, impromptu meetings with Ph.D. students and research visitors, as well as meetings with small groups of undergraduate students.

Since University classroom space is limited, once departmental space is scheduled, no other space is available either for emergency classroom relocation or for departmental activity. A department's only option often is to rent space in the Marvin Center. However, because of low departmental budgets, this is rarely a realistic option. Events are cancelled that would be of intellectual benefit because there is no space.

### **Mount Vernon Capacity**

The Registrar manually counted available time bands at the MVC campus for Spring 2005. This count was based on placing additional twice weekly, 75 minute classes from 8:30am to 5:25pm, and once weekly classes at 6:10-8 or 6:10-8:40 p.m.. For this purpose, classrooms such as the studios, computer labs and science labs were excluded. Currently, 194 classes are scheduled at Mount Vernon, with capacity for 124 additional sections, provided classes can be identified that fit into the available rooms, some of which seat 20 or fewer students. For Spring 2005, the available times were:

8:30-9:35 26 classes (MW - 14, TR - 12)  
10-11:15 11 classes (MW - 4, TR - 7)  
11:30-12:45 15 classes (MW - 7, TR - 8)  
1-2:15 7 classes (MW - 5, TR - 2)  
2:30-3:45 11 classes (MW - 3, TR - 8)  
4:10-5:25 14 classes (MW - 12, TR - 2)  
6:10-8:(40) 40 classes (M - 10, T - 9, W - 10, R - 11)

## **FUTURE DEMAND**

The following table supplied by the Office of the Vice President and Treasurer shows projections in enrollments expressed as Full-Time Equivalent (FTE) on campus enrollments.

	FY05	FY06	Annual Change	Est. FY09	Change FY 05-09
Undergraduate	9,637	9,615	-0.2%	9,914	2.9%
Graduate	4,176	4,305	3.1%	4,250	1.8%
Law	1,729	1,667	-3.6%	1,654	-4.3%
Non-Degree	276	276	0.0%	276	0.0%
<b>TOTAL</b>	<b>15,818</b>	<b>15,863</b>	<b>0.3%</b>	<b>16,094</b>	<b>1.7%</b>

As this table indicates, future increases are projected to be much smaller than past increases, with the numbers of non-degree students remaining steady, the number of law students decreasing, and the undergraduate and graduate increases at less than 3%. The projected decrease in law students means that classrooms for the Law School will be adequate and that the Law School will not need to expand into areas desperately needed by the other Schools.

The FTE growth of 277 (4 courses each) undergraduates and 74 (3 courses each) graduates represents an increase of 1330 course enrollments per semester. At an average class size of 25, these 1330 enrollments will yield 53 additional sections per semester.

### **Scheduling Graduate Classes**

Much of this report has centered on scheduling into daytime time bands. However, the graduate situation is somewhat different. Because annual growth is projected to be about 3.0%, evening capacity must be addressed. Some students cannot leave their daytime jobs and be at class at 5:10 p.m., necessitating a 6:10 time band. However, for the Graduate School of Education, 5:10 time bands are desirable because students can arrive by 5 p.m. and are able to take two classes in a single evening.

For Fall, 2006, 48 graduate classes appeared on the homeless list. Of those, 37 ultimately were scheduled at the originally requested day and time. Two are on hold and are not open for registration, but the department is still hoping the classes will be scheduled at the same time and day; three classes were changed from Wednesday to Monday, Tuesday or Thursday at the same time; one was changed in day and time (moved from 5:10 to 7 p.m. Wednesday to 3:30-6 pm. Thursday.) No classes were moved to the Mount Vernon campus or to Saturday.

### **SOLVING THE PROBLEM: RECOMMENDATIONS**

The members of the Task Force agree that a shortage exists at the University for certain types of specialized space. However, it remains an open question whether scheduling problems reflect an absolute shortage of general classroom space relative to enrollment, or a less than efficient scheduling of space that would otherwise be adequate. It is unlikely that efficiencies can be achieved at such a rate to provide capacity for the classes that currently show up as homeless, as well as 53 additional sections per semester. Regardless of how one comes out on this issue, there is agreement that current scheduling

practices have contributed to the difficulties experienced in scheduling classes in the general purpose classrooms, and that improvements in such practices would at minimum help relieve the problem.

The recommendations below address scheduling issues. The Task Force also recommends re-evaluation of the adequacy of the number of classrooms once these recommendations have been put into place.

## **I. SOLVE SHORT-TERM PROBLEM**

Because of building renovations, the University faces a reduction of at least nine classrooms for Spring and Fall of 2006 and Spring of 2007. The Task Force recommends that nine spaces of appropriate size be released for classroom use for this three-semester short-term shortfall. These spaces will need to come from the Marvin Center, from the Law School, from the Medical Center and/or from other non-academic University space that can serve as general purpose classrooms. The Medical Center (School of Medicine and Health Sciences, the School of Public Health and Health Services) and the Law School did not provide comprehensive scheduling data for this report but simply replied that their spaces were fully utilized. It is critical that departmental space be used judiciously and temporarily (we suggest careful use later) to solve this problem.

## **II. CENTRALIZE SCHEDULING**

Presently a substantial amount of room assignment is done at the level of the individual schools. Such decentralization allows schedulers at the school level to pre-assign rooms, which reduces the ability of the Academic Scheduling Office to use the full stock of rooms to make room assignments. While some schools strive for compliance, others repeatedly enter flawed data, schedule and cancel classes at whim, and do not seem to perceive the importance of the early phases of the scheduling process. The counter-productive behaviors of the Schools can be identified clearly by the Academic Scheduling Office and by the Registrar's Office.

The Task Force recommends that this practice be ended and that, while preparation of schedules should remain the province of the Schools, the actual data entry into Banner and the assignment of classroom space should be delegated solely to the Academic Scheduling Office under the direct supervision of the University Registrar. The Task Force wishes to note, however, that centralized scheduling will only be fair and effective if all Schools in the University (aside from Law and Medical) are required to participate in this process. If an exception is made for even one school, centralization will be neither fair nor effective.

To illustrate the problem associated with each school entering its own classroom request data, consider the following. CCAS, the largest of the Schools, had the cleanest data entry of all Schools for Spring and Fall of 2005. However, a total of 23 classes remained homeless on the first day of priority registration for Fall 2005. Seventeen of these were within CCAS. At the same time, SEAS submitted data late and made many changes. For example, the Department of Computer Science made 23 changes to its schedule in Fall, 2004 and 19 changes in Spring of 2005. EMSE made 28 changes in Fall of 2004 and 29 in Spring of 2005. Yet the School of Engineering suffered far fewer class cancellations related to classroom availability than did CCAS.



## **II.A. Increase Academic Scheduling Office Staffing**

Optimum scheduling of classroom space requires a combination of computer and human input. Current staffing levels in the Academic Scheduling Office are too low to permit that office to generate the full amount of information about available space and to enter the data required if the recommendation of this Task Force to centralize scheduling is implemented. With the move this spring of CCAS scheduling to the Academic Scheduling office from the College, it has become apparent that increasing the staffing of the Academic Scheduling Office is essential. Such an increase will enable scheduling staff to respond to scheduling requests more quickly, and perhaps most importantly, will enable the Academic Scheduling Office to provide better information about the availability of rooms at different times.

A staff position has been budgeted for FY 2006 to the Academic Scheduling Office to facilitate data maintenance, support, and training for the Resource 25 software. A second position, at a salary level of about \$35,000 (\$49,000 with fringe benefits and operating expenses) will be necessary to fully implement the recommendations of this Task Force. This determination is based on the increased load put on the Academic Scheduling Office with the addition of Banner entry for CCAS and anticipation that this load will continue.

## **II.B. Re-evaluate Time Bands.**

The Task Force recommends a thorough analysis of the time bands and the percentage of classes allocated to the time bands to determine whether these are appropriate and whether, if compliance is achieved, classes can truly be scheduled into the available spaces and times.

## **III. IMPROVE COMPLIANCE**

Improving compliance must be a joint effort between the Registrar's office, the Academic Scheduling Office, and the Schools. Only through cooperation can the scheduling process be fair and efficient.

### **III.A. Implement School Responsibility at the Assistant or Associate Dean Level**

In order to centralize scheduling effectively, the Schools must take responsibility for departmental and chair behavior. The committee strongly recommends that each Dean designate a person at the associate or assistant dean level to monitor the scheduling process within the school, to insure compliance with time bands and days of week, to assess the viability of caps, and to work with chairs to make certain that chairs understand the significance of their actions.

The designated person in each Dean's office also will be the primary contact with the Registrar and Academic Scheduling Office. Once a situation, such as a change to the schedule, is approved by the Dean's Office in conversation with the Scheduling Office, it may be appropriate for the scheduler and department chair and/or faculty member to work together directly. Schedulers should not be required and/or encouraged to deal directly with faculty regarding schedule changes unless the School designee has approved such a change.

If a School does not near compliance after two semesters of guidance from the Office of the Registrar, it is recommended that the offending School's classroom assignments occur after those in all other Schools.

### **III.B. Enforce Adherence to Scheduling Guidelines**

Schools must follow guidelines for scheduling classes among the different time bands. The Academic Scheduling Office, in cooperation with the Associate or Assistant Dean mentioned above, should enforce compliance. Should non-compliance continue, the Registrar should be required to report such non-compliance to the Associate Vice President for Academic Planning and Development and to the Executive Vice President for Academic Affairs.

### **III.C. Establish and Adhere to a Realistic Calendar**

Task Force members believe that the time given to chairs to develop a schedule is unrealistic and that the rapid turnaround request leads to a good deal of guesswork in developing the schedule as well as departments "just getting something in" by the deadline while planning to make changes later. The Task Force recommends the following scheduling calendar:

**Spring Schedule:** Call goes out to schools last week of March; schedules to Registrar's Office by 1st week of August; data input by 3rd week August; review of schedules and corrections completed by 1st week of September; Run S25 2nd week of September; homeless list and revisions by last week of October; pre-registration for Spring begins early-November, before Thanksgiving.

**Summer Schedule:** Call goes out late September; schedules to registrar end of October.

**Fall Schedule:** Call goes out first week of October; schedules to Registrar 1st week of December; data input by early January; review of schedules and corrections completed by 3rd week January; Run S25 3rd week of January; homeless list and revisions by last week of February; pre-registration for fall begins mid-March (after spring break).

### **III.D. Simplify Instructions for Compliance with Scheduling Across Days of Week and in Time Bands.**

Instructions issued by the Office for Academic Planning and Development are long and complicated. The Task Force recommends simplification of the document to help improve compliance.

### **III.E. Prepare Department Chairs**

Instruction in proper scheduling should be incorporated into the training for new chairs. However, established chairs may not recognize the importance of their actions to the overall scheduling process and to the acquisition of acceptable classrooms for their courses. Therefore, the Task Force recommends that the Associate Vice President for Academic Planning and Development and/or a member of the staff involved in Academic Scheduling meet with all chairs by School during the Academic Year 2005-06 to inform

chairs of changes in scheduling and of new efforts to insure that all schools near compliance with scheduling procedures and are assigned suitable classrooms to meet course needs..

### **III.F. Preserve but Use Dedicated Space**

Dedicated spaces in departments and schools, when used carefully and judiciously, can help the scheduling process and sometimes can provide more appropriate teaching space than can be found in the general inventory. Accordingly, departments and schools should be encouraged to make the maximum *reasonable* use of such space to schedule classes, especially for evening and graduate classes. This being said, it should also be recognized that dedicated space has many academic uses that must be preserved, and that use of such spaces as classrooms should be reserved for genuine "slack times" during the day.

## **IV. INNOVATE**

The limited classroom situation is an excellent opportunity to think strategically and to experiment with a variety of strategies to improve efficiency of classroom use as well as to introduce flexibility and variety to the process. The following recommendations are made in the spirit of innovation.

### **IV.A. Create Mechanism for Adjusting Room Assignments to Enrollments**

Under the current system, rooms are assigned to courses prior to registration. This ensures that each course has a physical place in which to meet. However, once registration has begun, individual courses may be larger or smaller than anticipated. The Academic Scheduling Office should have the authority to adjust room assignments to better match actual class size. Currently such changes are accomplished only with permission of the professors involved. It is important to note, however, that any such system will need to acknowledge pedagogical and technology considerations.

### **IV.B. Revise Use of the Printed Schedule**

Because the copy for the printed schedule must be delivered to the printer at an early stage in order to be available for current student pre-registration, the schedule contains many errors by the time registration actually occurs. Although some advisors say they prefer to use a printed schedule, the greatest need for such a document appears to be for Colonial Inauguration (CI). The Task Force recommends that a printed schedule be prepared after current student pre-registration occurs. This printed schedule should be a document directed solely at advising and registration during CI. This means that graduate courses could be eliminated from the schedule and incoming graduate students could be directed to the web schedule. This printed schedule could be included with academic information designed to aid students in the registration process. The cost of the CI publication should be funded through the CI registration fee. Funding for the costs now incurred by the Registrar in producing the full printed schedule should be reallocated toward increased staffing in the Academic Scheduling Office.

### **IV.C. Experiment with pedagogies and innovative scheduling.**

Pedagogies that blend distance learning with in-class learning may reduce dependence on classrooms and actually increase faculty-student interaction. Similarly, scheduling some classes in extended time blocks on Saturday but for seven to eight



weeks instead of the traditional fourteen-week semester could extend classroom utilization and meet the needs of working graduate students. Also worth exploring is offering additional numbers of classes in three 50-minute time blocks (MWF) and therefore distributing classes more fully across five days of the week.

#### **IV. D. Establish Priority System for Assigning Large Undergraduate Courses**

Large undergraduate introductory courses have found themselves to be homeless. Because these courses must be offered and serve the entire undergraduate population, consideration should be given to scheduling such courses first. Courses with anticipated enrollments of 100 or more are at greatest risk since the University has only eight classrooms that seat this many students.

#### **IV. E. Implement Electronic Programs of Study (EPoS)**

The Office of Academic Planning and Development (APD), in conjunction with the schools and ISS, has been developing an Electronic Programs of Study database into which undergraduate students would be required to enter online the courses for which they plan to register in future semesters. The database would be mined for information about anticipated course enrollments. This information would be provided to the schools and academic departments for use in planning course offerings for future semesters and would be used by APD and the Registrar to meet section demands.

#### **IV.F. Provide Online Information About Space to Departments and Schools**

With full implementation of R25, faculty will be able to view online space available at a given time. A faculty member wanting to move a class or schedule an impromptu event will be able to determine what is available before requesting the space.

#### **IV.G. Revise Practices Regarding Non-Degree Students**

In view of current strains on classroom capacity, the on-line registration system should be set up to ensure that students who are enrolled in degree programs have the first claim on classroom space.

For the most part, non-degree students become eligible to register only after all degree seeking students have had the opportunity to register. About 700 to 850 students register each semester as non-degree; about 550 non-degree students register in the summer. Non-degree students are rarely full-time. Some newly admitted graduate students who register late and some freshmen who attend the last CI register after non-degree students do.

The Task Force recognizes that non-degree students contribute about \$6 million in net revenue to the University and that it is important to preserve reasonable access for all constituencies. The Task Force therefore recommends that registration restrictions be minimal and be placed only on individual courses that have experienced serious problems in the past. For restricted courses, non-degree students would require permission to take the course and would need to be registered via a Registration Transaction Form.

#### **IV.H. Retain Swing Space for Renovation**

As GW's campuses continue to undergo renewal, spaces serving all purposes will go off-line. To accommodate the renovations that are a key part of campus renewal, the University must maintain multi-purpose swing space.

#### **IV. I. Fund Classroom Renovation**

The quality of the University's classrooms needs upgrading. Black/whiteboards that are in poor condition, blinds that do not provide adequate darkening for high quality digital projection, and poor seating must be replaced. An audit of GW's classrooms is in progress, and the room-specific deficiencies noted in the audit should be addressed.

#### **IV. J. Plan Classroom Space in Accordance with Changes in Enrollment and Pedagogical Trends**

The demand for classroom space (type, size and equipment) is a complex and dynamic "variable" that is difficult to project. It also is related to office space. As the number of faculty grows to match the growth in enrollment, space will need to be allocated both to classroom needs and to faculty office space. The Task Force recommends improved coordination of building plans with likely future classroom needs. Such planning should take into account space needs of both teaching and research, plans for changes in enrollment patterns and pedagogical changes that may affect need for technology and/or class size.

#### **V. RE-EVALUATE**

Because it is impossible to determine whether classroom space is adequate until certain efficiencies are achieved in the scheduling process, the Task Force recommends that the adequacy of classroom space be evaluated in Spring 2007 by an ongoing University-wide Committee in conjunction with the University's building program.

The committee also recommends that the current guidelines for scheduling, including the time band distributions, be reevaluated to ensure that full compliance by all schools will, in fact, substantially reduce homelessness, while maintaining the appropriate flexibility of schools to meet the specific needs of teaching undergraduate and graduate students.

In conclusion, it is important to note strategies that do not represent good solutions. These include canceling classes, increasing class size, making classes or registrations unavailable to any of our constituencies and otherwise reducing the quality of instruction for GW students. GW cannot afford to decrease the quality of its education and compete in today's educational marketplace.